

LECTURERS' STRATEGIES IN TEACHING SPEAKING COMMUNICATION SKILL IN ENGLISH “ A CASE STUDY AT IAIN PADANGSIDEMPUAN”

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in Partial Fulfillment of the Requirements for the Degree
of Master in English Education



BY

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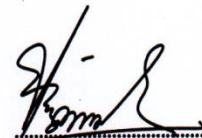
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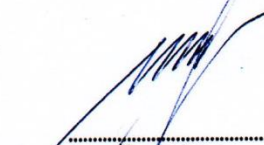
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In the name of Allah, The Gracious and The Merciful

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

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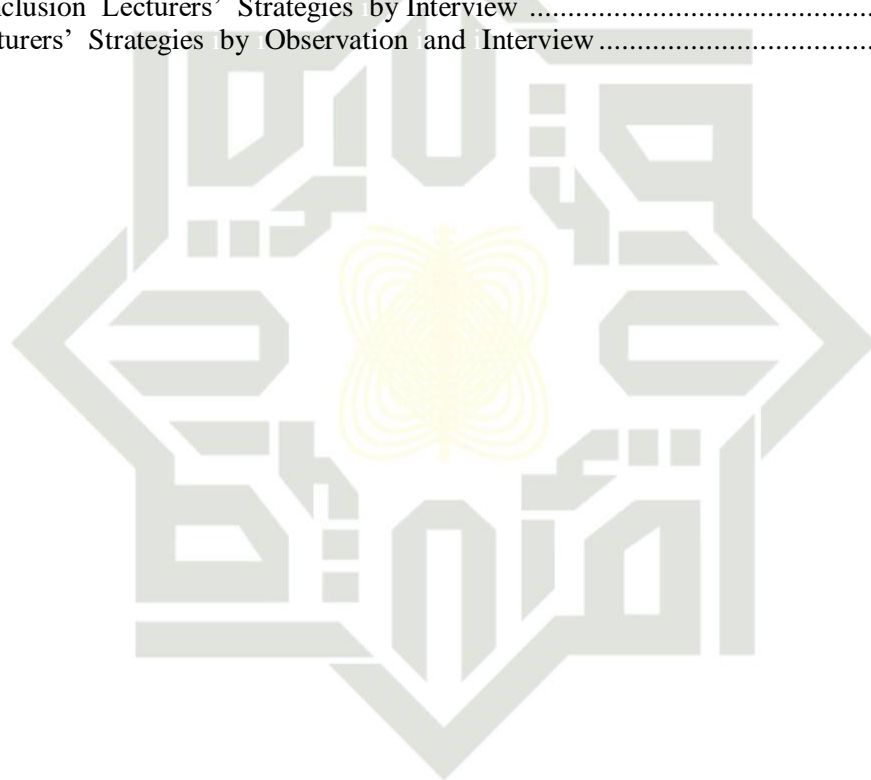
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ABSTRACT

This research aimed to reveal (1) What are lectures' strategies in teaching spoken communication skills, (2) Why do the lectures use the strategies in teaching spoken communication skills, (3) What are the challenges faced by the lectures' in teaching spoken communication skills. This research employed qualitative research. The subjects of the research were four non-native English lecturers who taught at IAIN Padangsidempuan, North Sumatra. The instruments of the research were observation, interview, documentation. The data were analyzed using three steps of coding; interpreting, highlighting and relating. The researcher found that; (1) The lecturers' strategies used in teaching spoken communication skill were Discussion, Answer & Question, Pair, Role-Play or Simulation, Picture Describe, Communicative Approach, Interview, Story –Telling. (2) the lecturers used those strategies because those strategies were effective and could be modified based on the students' topic material or functional language that students learned at that time, (3) the challenges by the lecturers were lack of media, unfamiliar topic on students' textbook, the differences of students' background knowledge, and students' confidence to produce words, phrase or sentences.

Key Words: Lectures' Strategies, Teaching Speaking, Challenges

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ملخص

الأهداف من هذا البحث لمعرفة (1) استراتيجيات المحاضر في تعليم مهارة الإتصال (*speaking*)، (2) دلائل المحاضر في استخدام تلك الإستراتيجيات عند التعليم، (3) تحديات التي تواجهها المحاضر عند التعليم. هذا البحث هو بحث النوعي بموضوعات اربع من المحاضر اللغة الإنجليزية بجامعة بدائع سيدمبوان الإسلامية الحكومية سومطري سمالية. والطريقة في جمع البيانات ملاحظة ومقابلة وموثقة. بعد جمع الباحث على البيانات ثم حلها بثلاثة خطوات "*coding*"، الترجمة (*interpreting*) هي تلاحظ في الميدان البحثي، تصنف على شيء الهام أو تركيز البحث (*highlighting*) ويتصل مع الآراء الباحثين في قبلها التي تتعلق عن المشكلة. ووجد الباحث من هذا البحث منها : (1) الإستراتيجيات التعليمية عند التعليم نقاش، سؤال وجواب (*answer-question*)، معشق (*pair*)، تمثيل (*role-play*) أو منسطة، تصويف عن الصور (*picture describe*)، مدخل اتصالي (*communication approach*)، مقابلة وتعبير الخبر (*story-telling*) (2) المحاضرون يستخدمون تلك الإستراتيجيات لأنها فعالية وسهلة في تجديدها مناسبا على المواد التعليمية عند التعليم (3) والتحديات التعليمية التي تواجهها المحاضر نقص وسائل التعليم والمادة الموجودة في كتاب التدريس لاتشهر على الطلاب، واختلافهم في الخبرات التدريسية والإعتقادية النفسية في صناعة وتحصيلة الكلمات والفقرات والجمال.



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Abstrak

Penelitian ini bertujuan untuk menemukan (1) Strategi-strategi dosen dalam pengajaran kemampuan berkomunikasi (*speaking*), (2) alasan dosen-dosen tersebut menggunakan strategi itu dalam pengajaran *speaking*, (3) tantangan yang dihadapi dosen dalam pengajaran *speaking*. Penelitian ini menggunakan penelitian kualitatif. Subjek penelitian adalah 4 dosen bahasa Inggris yang mengajar di IAIN Padangsidempuan, Sumatra Utara. Instrument atau alat yang digunakan dalam penelitian ini adalah observasi, interview, dan dokumentasi. Data tersebut dianalisa menggunakan 3 tahap “coding”; menerjemahkan (*interpreting*) [melihat situasi di lapangan], menandai hal yang penting atau yang menjadi focus penelitian (*highlighting*), dan menghubungkan (dengan pendapat peneliti ataupun ilmuwan sebelumnya). Peneliti menemukan bahwa: (1) Strategi-strategi yang digunakan dosen adalah diskusi, bertanya-menjawab (*answer-question*), berpasangan (*pair*), bermain peran (*role-play*) atau simulasi, menceritakan gambar (*picture describe*), pendekatan komunikasi (*communication approach*), interview, dan mengungkapkan cerita (*story-telling*). (2) Dosen-dosen menggunakan strategi-strategi itu karena strategi tersebut efektif dan dapat dimodifikasi sesuai topik pembelajaran siswa atau fokus bahasa yang mereka pelajari saat itu. (3) Tantangan-tantangan yang dihadapi dosen adalah kekurangan media pembelajaran, topik yang tidak familiar dengan siswa dalam buku materinya, perbedaan latar belakang pengetahuan siswa, dan rasa percaya diri siswa dalam memproduksi atau menghasilkan kata-kata, frase, dan kalimat.

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TRANSLITERATION GUIDELINES

A. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘Ain	‘
غ	Ghain	Gh

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ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

B. Double Consonant

The double consonant is written *double* مألعا written *al-ammah*.

C. Short Vowel

- a. Fathah is written *a*, for instance قال
- b. Kasrah is written *i*, for instance قيل
- c. Dhomah is written *u*, for instance دون

D. Double Vowel

او is written *a*, او written *uw*, اي written *ay*, and اي written *i*.

E. Ta' Marbuthah

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The stopped Ta' Marbutah in the last verse *h*, for instance

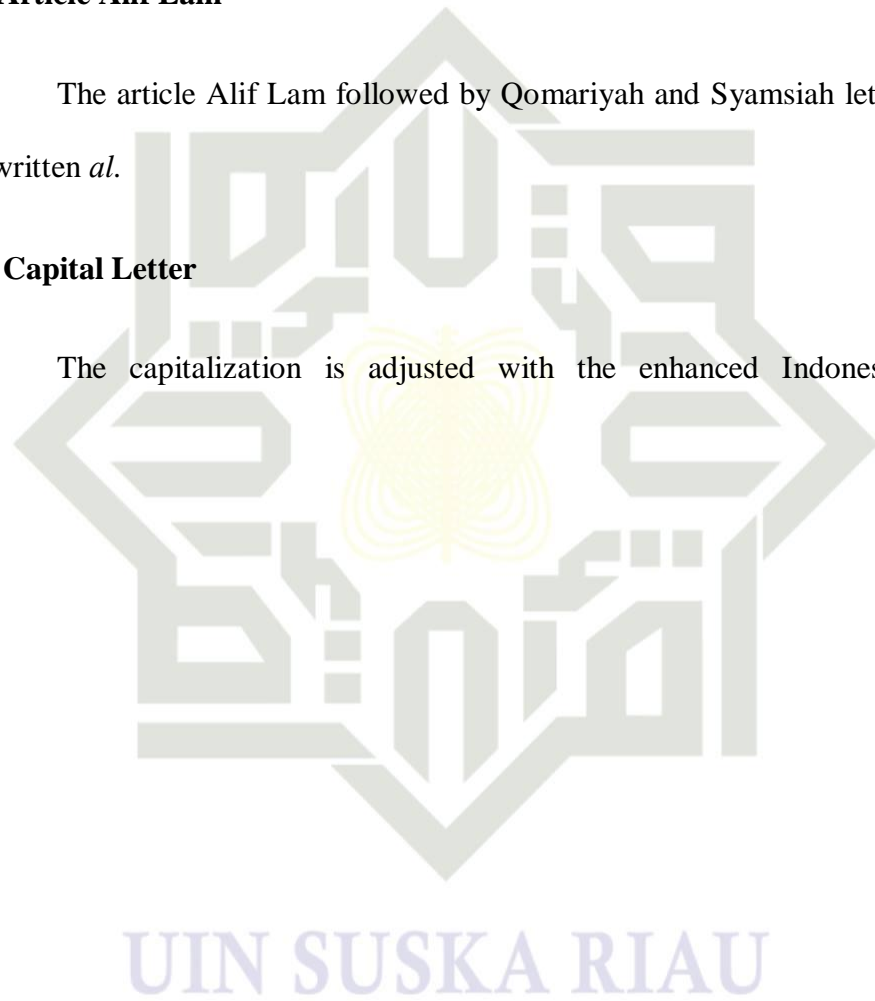
الرسالة للمدرسة is written *arisalat li al-madrasah*.

F. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*.

G. Capital Letter

The capitalization is adjusted with the enhanced Indonesian Spelling.



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CHAPTER I

INTRODUCTION

1.1. The Background of the Problem

Communication is a skill which entails systematic and non-stop procedure of speaking, listening and understanding. Most of the people are born with the physical capability to speak, but we must analyze to talk nicely and talk efficiently. Speaking, listening and our capability to recognize verbal and nonverbal cues are the abilities by way of staring at other human beings and modeling our behavior on what we see and perceived. We also are taught some communication ability at once through education. By bringing those competencies into exercise and getting them evaluated. According to (Ahmed,2016) the importance of English Communication is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. It is natural that the demand for communication is high in this ever changing world. English plays a crucial role in communication and is no doubt the foremost and most important tool of communication all over the world. Individually everybody should strive hard to acquire very good communication skills which are the most important prerequisites to excel in one's career.

The main purpose of English to get command over the communication skills everybody including native speakers makes mistakes. Without error no true learning can take place. Since language learning is a slow and continuous process, errors are inevitable. We have to create English speaking environments even an child starts speaking in a particular language after listening to it for many months our people

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and deprived of speaking abilities because they have not been properly guided, that's why they have not been able to speak English in a proper manner. In cities they are motivated through two ways: Instrumental and Integrative motivation. Learning a language only for rewards is instrumental motivation. On the other hand Integrative motivation includes the urge to be part of the community which is so strong that drives to pick up the language with perfection. According to (Ahmed, 2016) the importance of English as a communicative tool is not realized. The illiterate parents are unable to realize the importance of education and also they do not understand the importance of communication skills which plays a vital role in their ward's career.

English empowers young minds not only in passing exams but in demonstrating their acumen before the world. Technical institutions have realized the importance of communicating in English in response to the increasing needs of job market. Most of the organizations require people in different capacities with good communication abilities which comprise interacting with customers and clients, explaining policies and procedures, entertaining foreign clients, conducting meeting, delivering presentations, responding to customer complaints and taking orders, etc.

Since the world has gone global, the need to compete in it without efficiency English is difficult. Many organizations have started training their employees in English from time to time. This has ameliorated the life styles of people who considered their future blocked forever if they failed to make it to teaching or so other tradition jobs. In fact, the knowledge of English plays you in all times. People

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Often fail to communicate effectively because they don't express themselves clearly or forcefully enough. Or, they may go to the other extreme, expressing themselves in such a belligerent way that they alienate others. For example, if a husband says to his wife, "I like your face but not your food," his wife may feel bad after hearing this kind of comment. But if the husband knows the art of communication, he would say the same thing in two sentences: "I like your face"; and then some pause he would say, "The food needs some improvement." With this kind of communication, she will never feel about it. Communication is the central human activity. We are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is ability to communicate. This means to be able to listen and to express your ideas effectively in writing and in speech. In order to achieve desired success, professional needs to assess and respond to communication situations that occur constantly.

The importance of the ability to speak English has recently increased significantly because English has become the de facto standard. Learning the English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become standard not because it is widely used by many information and technology industries and recognized as being standard. According (Ahmed, 2016) English plays a dominant role in the media. It has been used as

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medium for inter-state communications and broadcasting both before and since India's independence. The impact of English is not only continuing but increasing.

Based on explanation above, communication in English has almost lost its pre-colonial splendor of literariness, however it has acquired a very colourful communicative mode. just like the quick transferring patron goods. Communicative English is transforming its multidimensional communicative structure each day, and inside the technique has enhanced its application quotient in a university. Communication in English is to be had to us as a historical heritage similarly to our very own language. We need to make the great use of it to develop ourselves culturally and materially so that we can compete with the first-rate in international of thoughts and topics. In fact, Communicative English plays the main knowledge all the time in the world now.

Speaking is the fundamental skills, and if only the foundation is firm, the edifice built on it will be durable. Those are listening, speaking, reading and writing. In learning English, speaking is one of the important aspects that students need to master. According to (Florez,2000) says that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking is the most distinguishing feature of human beings from the other living creatures because it is the natural state of language that all human beings are born to speak their native language. In learning a second or foreign language, most of the learners find speaking the most difficult skill to have a success because it

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needs oral communication that consists of both speaking and listening (Nunan, 2002).

Therefore, speaking is very important to be able to communicate each other directly. In other words, there is no communication person by person without speaking. As a result, they often speak in their native language or rather remain silent as they are in fear of making mistakes and do not show active participation in speaking lessons (Richards, 1990).

First, speaking English is an important skill in the world, because it is used as an international communication. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998:13). If someone can speak English well, he can go travelling around the world without communication's problem, because English has been used by many countries. Besides, speaking English becomes the second language for language learning.

Second, Brown and Yuke (1983) say, "Speaking is the skill that the students will be judged upon most in real life situations". Speaking English also can help people in international market wherever and whenever. Consequently, speaking English has been used among of countries. Then, it is used by people to guide tourist their country. For this reason, speaking English is very crucial to be learnt.

Third, according to Bueno, Madrid, and McLaren (2006: 321), "Speaking is one of the most difficult skills language learners have to face. Speaking English ability is important skill if we want to work in professional way and make us better than other. Actually, the ability about English is not only about linguistics, but also

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inner sense to develop a communicative ability. Automatically, there will be a good relationship among of countries if they use a good communication.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

The teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching the English skills should be made appropriate for each skill in order to attain the expected outcomes. Regarding strategies for teaching speaking, it is ironic that, based on experience of

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The researcher during studying in high school, most of students of secondary school were not able to speak English. Furthermore, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia is considered unsuccessful (Nur, 2004; Renandya, 2004; as cited in Cahyono and Widiati, 2011).

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Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching.

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According to (Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension.

Thornbury (2005) gives the definition of speaking as interactive and requires the ability to cooperate in the management of speaking turns. Speaking is a skill, and such needs to be developed and practiced independently of the grammar curriculum. Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and novels more than just pronouncing words.

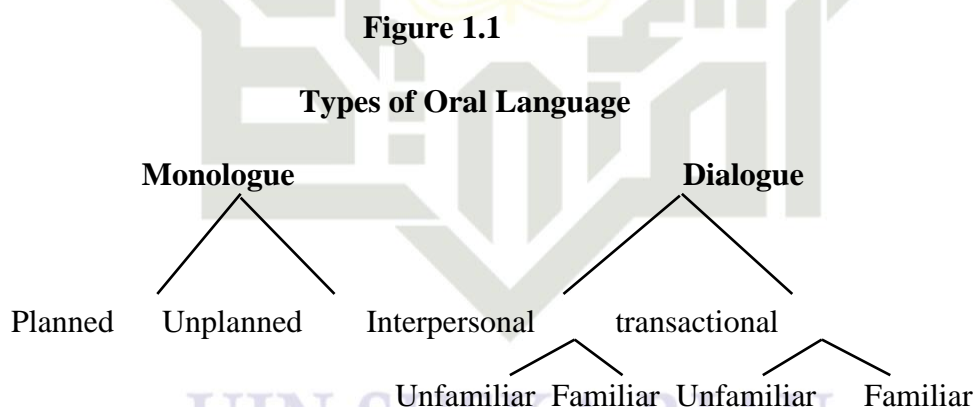
According to (Nunan, 2006), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency

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Hence, Douglas Brown (1994) states that there are two types of spoken language, they are as follows:



The figure above would be explained below:

In monologues a speaker uses spoken language for every length of times, as speeches of speech, teacher or lecturer, speaking, new broadcast, and the like. The hearer must process long stretches of speech with or without the hearer comprehends. The monologues is divided in types, as follow: (1) Planned monologue. It usually has little redundancy and relatively difficult to comprehend,

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examples: speech and other pre-written material. (2) Unplanned Monologues has more redundancy and relatively easy to comprehend, examples: impromptu lectures and long stories. (a) Dialogues are the interaction between two or more speakers. According to (Rudolph and Kathlen, 2008) say that dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proposition or factual information (transactional). In each case, participants may have a good deal of shared knowledge (background information, schemata). Therefore, the familiarity of interlocutors will produce conversations with more assumptions implication, and other meanings hidden.

In conversation between or among participants who are unfamiliar with each other, references and meaning have to be made more explicit in order for effective comprehension. When such references are not explicit, misunderstanding can easily follow. From the above figure, the dialogue consists of two types, those are: interpersonal and transactional. Interpersonal is also called social relationship and transactional is called factual information.

In Indonesia, people start to learn English at the early age to adult. English has already taught in elementary school or even in the kindergarten until University. In this case, children who have already learnt English in a university, have a same problem in speaking. For example, in English specially in speaking the students are shy to speak, low motivation, less self confidence, afraid of making mistakes, sometimes they are reluctant to speak English, and the students look confused if the teacher call them to come in front of class to perform their speaking. It happens

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Because they do not know what their aims to speak, so their speaking grows slowly and also many students who want to speak with others usually face some troubles such as cannot produce their ideas, arguments or feelings. In addition, that condition makes them to study English more, outside the school, for example at the language course (Andriani, 2015).

English is largely used in the world. Since the demand of English becomes high, it has been taught from elementary level up to university level. English is taught with the goal to develop learners' language skills and enable them to communicate in English. To achieve these objectives, the students should master the four language skills. Those are listening, speaking, reading and writing. In learning English, speaking is one of the important aspects that students need to master. Florez (2000) says that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information.

Language is primarily speech. A very large number of languages in the world are only spoken with no writing script. Majority of languages even with writing scripts use their spoken forms more than the written ones. It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings (Anuradha, Raman Hemamalini 2014). Listening and speaking are the fundamental skills, and if only the foundation is firm, the edifice built on it will be durable. In mother tongue, children get a very natural opportunity of listening and speaking in their surroundings. Thereafter, they are sent to the school to learn reading and writing skills. But, in the case of communication classroom, the available environment of

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The learner is mother tongue in his surroundings; therefore, the teaching learning strategy should differ greatly. Hence, there is a dire need of paradigm shift on teaching and learning speaking skill through focus deviation towards oral orientation, training the teachers, and developing suitable curriculum (Suchdeva 2011).

The students often confuse how to practice their English skill especially in speaking. The students are afraid to start the conversation or express their idea in English. Whereas the important thing to master the speaking ability is practice it every day. By mastering this skill the student can compete in this globalization era. The ability to speak is not influenced by a single factor, but a number of factors. Those factors are linguistics knowledge, which consists of genre knowledge, discourse knowledge, grammar, vocabulary, and phonology, and extra linguistics knowledge, which includes topic and cultural background, knowledge of the context, and familiarity with the other speakers (Thornbury, 2005).

Language as a tool of communication plays an important role in the human life. It is said like that language has been one of the most thing culture use a tool of communication. As we know English is one of the international language in the world. It is also used in the scientific books, advertisements, products and other materials. Therefore, every student should study English early on education. Language skills that must be mastered in communication in general are four, namely listening, speaking, reading and writing (Nila, 2015). The four language skills are often used as a measurement of a language comprehension. One of the examples is

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speaking skill. Based on the unit level of standard national curriculum (Curriculum 2013), English is one of the subjects that must be taught in the school which one of the skills that must be mastered by students is speaking. The main purpose of speaking is to communicate. The basic goal of learning English is to enable learners communicate using this international language. It is asserted by Richard and Renandya (2002) cited in Cahyono and Widiati (2006) which state “A large percentage of the world’s language learners study English in order to develop proficiency is speaking”.

Students encounter problems in communication. Linguistic problem is one of the problems such as difficulties in pronunciation, vocabulary, or grammatical; while non-linguistic problems relate to learners’ personality. According to (Richard, 2002) said that there are many kinds of learners’ problem in speaking, they are: (1) frequent communication breakdowns and misunderstanding, (2) lack of vocabularies, (3) Lack of Communication Strategies, (4) Speaking Slowly and need too much time, (5) Not active in conversation, (6) Speak English unnaturally, (7) A little Grammar, (8) Bad pronunciation

Based on the problems above, especially number three, the students can not follow the English learning process. Most of the students are keep silent in a conversation because they are afraid of having bad grammar and mispronunciation say something. Previous researchers have investigated studies pertinent about communication strategies. A study at a Japanese college to investigate if the

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application of specific communication strategies help increase EFL students' proficiency in communicative tasks (Nakatani, 2010).

One of the problematic areas for language learners is developing speaking and oral proficiency. Students are often unable to make sense of textbooks' speaking activities and patterns. They are faced with the challenge of extracting meaning from the content. Moreover, language learners' inability to participate in class interactions and discussions negatively influence their self-confidence and performance in language learning process (Zarandi, 2016).

The students' skill to participate in English conversation in the long term goal that teacher would like to make it higher in the class. (Breen and Little John, 2000); (Harmer, 1998). Students in speaking class usually test their target language only by grammar or reading test and make speaking or writing as the second target language.

Speaking is one of the two productive skill with writing. People produce the words, phrases and sentences to produce language by speaking skill. According to (Nashruddin, 2012:) speaking is one of the an observable skill in a language skill. Then said (Brown, 2004) speaking skill can be directly and empirically observed. To test speaking skill can be tested by a simple observation by accuracy and effectiveness of a good topic in a conversation. Speaking is a difficult skill because the English foreign language seldom make mistake in a speaking class or speaking test. They also are shy to speaking again because they do again the mistake. And the end, students are afraid to express their ideas, silent in a sharing, because they bad in

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structure, less vocabulary and bad in pronunciation in their communication in a class or with the people.

Student who is able to speak naturally, fluently, with a correct grammar, without mispronunciation, without thinking to long time, can be understood and has a lot vocabulary with many kinds of interesting topic will be considered to has skill English. However, to increase the high target language is not as easy as we think because students' speaking still thing about the component and element of speaking at the same time. Therefore, students must learn with the strategies speaking to be a good, better or the best speaker.

According to (Harmer, 2007) students usually reluctant to share with their classmates because they are shy especially when a teacher asks them to give a personal opinions. The students should share something to talk with their classmate because it is their chance to express their opinion, ideas freely and fluency. Students do not think some mistake of errors for the first because the teacher will repair them.

The students have another problem, about confidence. They are not confidence in using English especially in speaking because they do not have many vocabularies. They have limited vocabularies while they speaking class and they cannot keep speaking in conversation. The students also have no time to drill their speaking skill. They study English in a short time and sometimes they hardly ever practice speaking because they still study about grammar or reading. According to (Hetrakul, 1995) Students use English more frequently only inside the class and less frequent outside class. Moreover, (Bygate, 1987) points out that “one of the basic

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problem in foreign language teaching is to prepare learners to be able use the language in speaking”.

Base on the students’ problem above, the teacher need to be innovative in designing the speaking activities. And the students can provide to practice and use English. Furthermore, lecturers need to examine some factors such as conditions and components that underline speaking effectiveness. One of them is a strategy used in teaching process or also called teaching strategy. Teaching strategy means various ways that are implemented by lecturers in teaching-learning process.

Strategy in teaching is very important. Lecturers need some good strategies to achieve the teaching goal. As stated by (William and Burden, 2003) strategies used by teachers are the factor of success or failure in a language learning or it is ultimately the strategies that determine what a language instructions are and how they are conducted. So the lecturers’ responsibility are to make their students in their university speak English by enjoy teaching strategies of speaking. Finally, the speaking strategies are very important thing to determine their students in a success of teaching-learning process.

As (Reiser and Dick, 1996) argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives. It is correspondingly asserted by (Cole, 2008) that it is the teacher’s role to provide effective plans/strategies in accomplishing students’ educational needs, whose general purpose is to communicate using the language being learnt. These imply that it is teachers’ responsibility to make students speak English by employing suitable teaching strategies of speaking. Given that teacher’s strategies are important to attain

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The lesson objectives, which affect the teaching learning circumstances, and speaking skill is typically a sign of successful language learning (Brown and Yule, 1999), these become the focus of the study.

From 1850s to 1950s, Grammar-Translation method was one of the most eminent language teaching methods. In this method, the language practices were usually in written forms and listening and speaking skills were seen as the apex of language ability (Lowe, 2003). Therefore, the teaching of speaking skills in this method was not a relevant issue. On the other hand, the Direct Method which became prevalent in 1890s took speaking and listening as the most important skills. The medium of instruction was a strict use of the target language. Learners studied sequences of carefully planned grammatical phrases by listening and repetition; grammar 'rules' were avoided, and replaced by phrases. These phrases had structures of grammar disguised in them. Vocabulary was learned either incidentally, as part of the phrases being taught, or via lists grouped under types of situation (Lowe, 2003).

The structural language teaching methodologies based on explanation, repetition, memorization, drills and production lost their popularity. Especially, after 1970's the Communicative Language Teaching (CLT) underlined the importance of focusing on the functional and communicative aspects of language rather than the grammar and vocabulary building (Richards & Rodgers, 2002). The CLT emphasizes the learner's understanding and explanation of the language functions and notions. With this methodology, learner's acquisition of communicative

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Competency is the main purpose (Finocchiaro&Brumfit, 1983). Regarding this, the speaking skills are taught through meaning based dialogues, group works and language activities as authentic as possible. Fluency is more important than grammatical accuracy. The Natural Approach proposed by (Terrell &Krashen, 1977) based on learning through comprehensible input when the learner is affectively ready to receive it. In this approach, the importance of speaking is not by itself but rather its potential in providing comprehensible input (Krashen, 1987). According to (Krashen, 1987), the fluency in speaking is not achieved through speaking drills but rather by understanding the input in listening and reading. In other words, speaking is the result of comprehension level, not its cause. The role of speaking in acquisition is an indirect role of its contribution to comprehension.

There are also a number of other scholars who have different perspectives than Krashen about the role of teaching speaking on language acquisition. Scholars taking language acquisition from a socio-cultural perspective claim that a person's full acquisition of a language only occurs through interaction of individuals in various social situations, in other words speaking is the cause of acquisition (Long, 1983). According to (Swain, 1985) Comprehensible Output Hypothesis claims that teaching situations in which learners speak and write is essential for language acquisition.

Today, comprehensible input and social interaction including negotiation of meaning are considered to be the most essential two factors in second language acquisition (Faltis, 1993). Therefore, in any language teaching program making

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Learners achieve their communicative goals in effective and interactional English speaking situations and making them gain speaking skills are principal goals. Regarding this, in the next chapter we will now focus on the examples of classroom practice for teaching speaking skills.

According to (Sainas and Hanapi, 2017), based on their results, the researchers found that; (1) The most of the method used in teaching speaking were grammar-translation method, task-based learning, and lexical approach. (2) The implementation of teaching speaking method at the university consisted of two main strategies; (a) Material presentation in which the lecturers present their material to the students; (b) Classroom discussion in which the lecturers gave the opportunities to support students communication and correct the students' pronunciation mistakes. (c) The students have bad perception toward the implementation of lecturers' method and learning activities in teaching speaking.

According to Mustafa, 2016 in the Ministry of Education and Culture wants school graduates are expected to have good character, relevant skills and knowledge related to the subjects learned in school. To achieve the goals and targets that have been determined, teaching English must enable students to communicate politely in oral and written communication for various purposes (eg building social relations, and developing insights through information exchange). The value of politeness that applies in a civilized society is the basis of communication that must be upheld, including tolerance, respect for the other person, cooperative, confident, creative, persistent, resilient, and carrying themselves with tenderness and sincerity.

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All of these goals in reality in English language learning should not be approached through lectures and academic explanations. What the 2013 curriculum wants is that the teacher must act as a model that exemplifies how to communicate in English, provide and structure polite communication activities in English, then provide consistent support so that these polite communication habits shape the character of students.

According to the Ministry of Religion the mastery of English, especially speaking is increasingly important. Communities from one country increasingly intensively establish speaking with people from other countries. Interstate relations are even easier to do. Speaking English becomes a means to communicate for them. The importance of English makes the Directorate of Madrasah of the Ministry of Religion of the Republic of Indonesia hold an international language training for employees or staff. This training does not discuss grammar or grammar but how to speak words more fluently in English.

Finally, according to vision and mission of Center Language Development (P2B) IAIN Padangsidempuan, the mission is organizes integrative and interconnected Arabic and English learning in 2024. And the mission are : (1) organizing English language training with Indonesia Australia Language Foundation from Bali in learning Methods, communicative and integrative, (2) good English on methods, materials and media to get interesting and interesting agreements in accordance with the times, (3) carry out the transformation of the education system and learning Arabic and English in a planned gradual to University/UIN, (4)

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Increasing networking cooperation in the field of education and learning of Arabic and English both locally, nationally and internationally.

There are some reasons why the research take in IAIN Padangsidimpuan, (1) The lecturers have been tested by teachers Indonesia Australia Language Foundation from Bali, (2) The Lecturers are always upgraded by Indonesia Australia Language Foundation from Bali every semester, (3) The Lectures usually discuss about the strategy for learning process that would be done each week, (4) the lectures always make lesson plan for every meeting everyday, (5) The lecturers must speak English when teaching all the time, (6) the lecturers teach English from Monday to Friday, (7) students must follow the program Ma'had in IAIN Padangsidimpuan that the students study English and Arabic in a year. Therefore, there is no problem did this research in pandemic covid 19 because the students had tested rapid test before live campus. Finally, Center Language Development (P2B) IAIN Padangsidimpuan hopes the students can speak Arabic and English fluently and increase networking cooperation in the field of education and learning of Arabic and English both locally, nationally and internationally after they study in IAIN with Center Language Development (P2B) IAIN Padangsidimpuan and Ma'had Al-Jamiah IAIN Padangsidimpuan

IAIN Padangsidimpuan is the only one Islamic State university in Padangsidimpuan town. So, it has much more collegians. Based on explanation above, as a researcher is interest to do research that title: Lecturers` Strategies in Teaching Spoken Communication Skill in English: "A case study at IAIN Padangsidimpuan"

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1.2 Statement of the Problem

Harmer (1998) states that lecturer will want to promote as much English use as possible. So he/she will try and insist on the use of English in learning and oral production activities, but be more relaxed about it in order pedagogic situations, though he/she will encourage students to use it as possible. Ur (1996) suggests appointing class monitors to remind students to keep using English. Furthermore, in promoting the use of the target language, Harmer (1998) gives an illustration about one teacher who used to make students pay fine if they used the mother tongue in speaking activities.

Teaching methodology remains firmly teacher-centered, despite repeated calls for communicative language teaching (Al-Balushi, 2001). These factors, coupled with an environment that uses English as a foreign language only, play a major role in producing students' low proficiency in the language and a lack of communicative ability. While previous research has speculated on such reasons, it has never addressed the issue directly. The aim of this study is, therefore, to tackle the issue directly, giving learners the opportunity to voice their opinions on how they were, or were not, taught communication skills at school and in higher education.

EFL students' communication skill is affected on the teaching models in which there is the interaction occurred between project-based learning and experiential-based learning that give a great impact to the students' creativity and communication skill (Lubis, Lubis, Ashadi 2018). Yet, EFL students of Universitas Muslim Nusantara Al Washliyah still face many difficulties in determining self-concept that

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shows communication by using English is still the hardest skill to require (Lubis, Ashadi, Setiawan 2019). In short, Speaking skill that lead the students being able to communicate is the most anxiety provoking skill faced by English students (Tanveer, 2007).

Considering the current status of English as a foreign language in Indonesia, not so many people use it in their day-to-day communication. However, in certain communities in this country English has been used for various reasons (Musyahda, 2002), leading to the fact that some people use it as the second language. For example, in the academic level, some of the scholars are quite familiar with English and occasionally use it as a means for communicating. The main challenge for this country thus is to develop an educational system resulting in human quality competitive at international level. This is relevant to the significant change that took place in the real needs for English in Indonesia (Huda, 1997).

In process of teaching speaking, students need a teacher or lecturer who will help them achieve their goals, such as have a good pronunciation, feel more confident, and ask them to practice every day, namely “teachers”. According to Isjoni (2009), a teacher has an important role as an educator, who can be very influential toward the achievement and ability of his/her students. Actually, in English Education, some teachers usually use group presentation in order to help students improve their speaking skill and also their confidence. According to Shimizu (2004), self-confidence is the most essential factors that determine learners’ willingness to participate in oral activities in language classrooms. However in speaking class, the students should be exposed to the target language in varying

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activities. The components of English speaking skill should also be drilled in terms of fluency, accuracy and comprehensibility

The next component of communicative competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules (Savignon, 1983:39), be it linguistic, sociolinguistic, or discourse rules. It is analogous to the need for coping or survival strategies. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going. For example, when second/ foreign language learners encounter a communication breakdown as they forget what a particular word in the target language is to refer to a particular thing, they try to explain it by mentioning the characteristics of the thing, thus employing a type of communication strategies (Cahyono, 1989).

One of the reason why this research is important is because to according to Archives of Indonesian Journal of Applied Linguistics in Volume 1 No. 1 July 2011(<https://doi.org/10.17509/ijal.v1i1>) there are no many journals talk about speaking especially speaking strategies.

Table 1.1
Indonesian Journal of Applied Linguistics in Volume 1

No	Authors	Title
	Noorizah Mohd. Noor	Reading habits and Preferences of EFL psot graduate : A case Study
	Kasih Elisabeth Roostini	A Reflection on Teacher Questioning Types

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	Endang Fauziati	Dynamicity of Interlanguage Errors: A Case Study of Indonesian Students Learning English as a Foreign Language
	Noeris Meristiani	Understanding Tenor in Spoken Texts in Year XII English Textbook to Improve the Appropriacy of the Texts
5.	Bill Glenly Wullur	Developing an English Performance Test for Incoming Indonesian College Students
6.	Mandana Yousefi	Cognitive Style and EFL Learners' Listening Comprehension Ability
	Nadia Tiara Antiksari	Visible Boys, Invisible Girls: The Representation of Gender in Learn English with Tito (A Critical Discourse Analysis of English Language Textbooks for Primary School)
	Ekaning Krisnawati	Teachers' and Learners Perceptions of Language Teaching Strategies in Multi Channel Learning System
	Tjahjaning Tingastuti Surjosuseno	The Effects of "One Stays The Rest Stray" and "Lockstep" Techniques on The Enhancement of Students' reading

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Achievements

According to archives of Indonesian Journal of Applied Linguistics in Vol. 10, No. 3, January 2021 (<https://doi.org/10.17509/ijal.v10i3>) there are no many journals talk about speaking especially speaking strategies.

Table 1.2
Indonesian Journal of Applied Linguistics in Volume 10

No.	Authors	Titles
1.	Abdulkhaleq Abdulhadi Al-Qahtani	Reading English as a foreign language: The interplay of abilities and strategies
	Abdulkhaleq Al-Rawafi, Dadang Sudana, Iwa Lukmana, S. Syihabuddin	Students' apologizing in Arabic and English: An interlanguage pragmatic case study at an Islamic boarding school in Indonesia
	Chang Fui Man, Sabariah Sharif, Andrea Lee Jen May, Rosy Talin, Soon Singh Bikar	The effects of drama-based activities as a language learning tool on learners' motivation in Non-Malay-medium national schools in Malaysia

Singh	
Dedi Koswara, Budi Hermawan	A semiotic analysis of toponymy in classic undanese literary texts
Didin Samsudin, Velayeti Nurfitriana Ansas, Risa Triarisanti	The representation of cultural values in Korean as a foreign language (KFL) textbook
Djuwairiah Ahmad, Muhammad Ahkam Arifin	Exploring student achievement and perceptions in an online flipped grammar course
Fathiaty Murtadho	Metacognitive and critical thinking practices in developing EFL students' argumentative writing skills
Joko Nurkamto, Nur Arifah Drahati, N. Ngadiso, Yeni Karlina	Teachers' beliefs and practices in teaching reading at Islamic secondary schools in Indonesia
Mahmood Reza Moradian, Mowla Miri, Parvin	The role of dialogic interaction in EFL writing assessment: A sociocultural perspective

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	Maman Suryaman, W. Wiyatmi, Setyawan Pujiono, Ary Kristiyani	Redefining language and literature learning in the transformation era
12.	Mohd Azrul Azlen Abd Hamid, Muhammad Sabri Sahrir, Khairil Azwar Razali	A preference analysis and justification of Arabic written corrective feedback among instructors and undergraduates
3.	Nor Fariza Mohd Nor, Nur Hazirah Binti Mohd Fuat	Visual analysis of self-presentation of teenagers and emerging adults on Facebook
4.	Nur Afifi	Exploring the use of grammatical metaphor in Indonesian EFL learners' academic writing
5.	Nur Azwin Zulkarnain, Jariah Mohd Jan, Ridwan Wahid	Online support-provision in the self-disclosure of eating disorders

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According to archives of TEFLIN Journal in Vol. 19, No. 2 2008 (<http://dx.doi.org/10.15639/teflinjournal.v19i2>), there are no many journals talk about speaking especially speaking strategies.

Table 1.3
TEFLIN Journal in Volume 19

No.	Authors	Titles
1.	Chin Min Lin	The Effect of Word Meaning Deriving Strategy Instruction: The Case of EFL Students in Taiwan
2.	Golda J. Tulung	On Examining Communicative Tasks in Second Language Acquisition
3.	Andi Marwan	The Exploration of Factors Triggering Foreign Language Anxiety: Learners' Voice
	C. Sutarsyah	Vocabulary Constraint on Reading Texts
	Malachi Edwin Vethamani, Umi Kalthom Abd. Manaf, Omid Akbari	Esl Learners' Use of English Modals in Narrative Compositions: Syntactic and Semantic Accuracy
	Sri Rachmajanti	Impact of English Instruction at the Elementary Schools on the Students' Achievement of English at the Lower Secondary School
	Dina Puspita Rini,	The Implementation of English Team Teaching at a

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Based on explanation above, the researcher believes that the lecturers embody teaching method in the classroom in exactly the same way due to they have different knowledge, experience, and personality. The lecturers will have different concepts in related to strategy in deciding how a speaking instruction is carried out. Therefore, the researcher is deeply moved to directly observe how an English speaking lecturer carries out in their class. The reason why the researcher interested with this lecturers are because these teachers used the strategy that could make the students more active in speaking and the teacher has good quality and various strategies in speaking skill. In this research explains the English teachers' strategies in teaching speaking to increase good outcomes in teaching English especially. As we know the strategies in spoken communication is very important. At the end, to know the strategies that used English Lecturers in Teaching strategies on speaking class at second semester in IAIN Padangsidimpuan.

1.3 Limitation of the problem

This research focuses on the lecturers' strategies and speaking skill. The limitation of problems includes the lecturers' learning process, assessment, and so on. And the most important limitation of the problem is the learning process. Next the limits the limitation is speaking strategies. The speaking strategies that lecturers used in teaching speaking. The researcher observed the lecturers' strategies while they taught speaking. The researcher interviewed the lecturers to get more data.

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Then, the researcher limits the researching and the time for the second semester at B2B of academic year 2020/2021 in IAIN Padangsidimpuan.

1.4 Research Questions

To make the problem clearly base on the background, the researcher want to research as follow :

1. What are lectures' strategies in teaching spoken communication skills?
2. Why do the lectures use the strategies in teaching spoken communication skills?
3. What are the challenges faced by the lectures' in teaching spoken communication skills?

1.5 Goal and Objectives of the Study

This research is aimed to identify some methods in the learning process in teaching speaking in IAIN Padangsidimpuan, and the objectives of the research are as follows:

1. To describe the lectures' strategies in spoken communication skills.
2. To know the reason why do the lecturer use the strategies
3. To find out challenges of the lectures in teaching spoken communication skills.

1.6 Significance of Study

This study conducted at the second semester in IAIN Padangsidimpuan in April, 2021. In addition, due to the few studies that described the impact of using the strategies to develop the speaking skill, it needed to draw the practitioners' attention to the importance of using the methods to enhance the speaking skill and to develop the students' autonomy, this study came to fill such a gap. Furthermore, the results helped the practitioners to encourage the use of the methods and to have them as a part in the textbooks and embed them implicitly and explicitly within the classroom activities. Finally, this study provided an alternative way of teaching speaking in IAIN Padangsidimpuan.

Finally, by conducting the research, the researcher described the using of some useful strategies on increasing students' speaking ability that has been done by the lecturers in classroom. Then, researcher could conclude the phenomenon being faced and got valuable experience of the research conducted.

1.7 Definition Key of Term

There were some terms that used in this research, they were:

Strategy. Strategy is a way to make better easier, more enjoy more interesting, and more effective and efficient to achieve the goal. Advantage in a company with the newly planned environmental challenges ensures that key objectives can be accomplished according to plan (GlueckdanJauch :1989).

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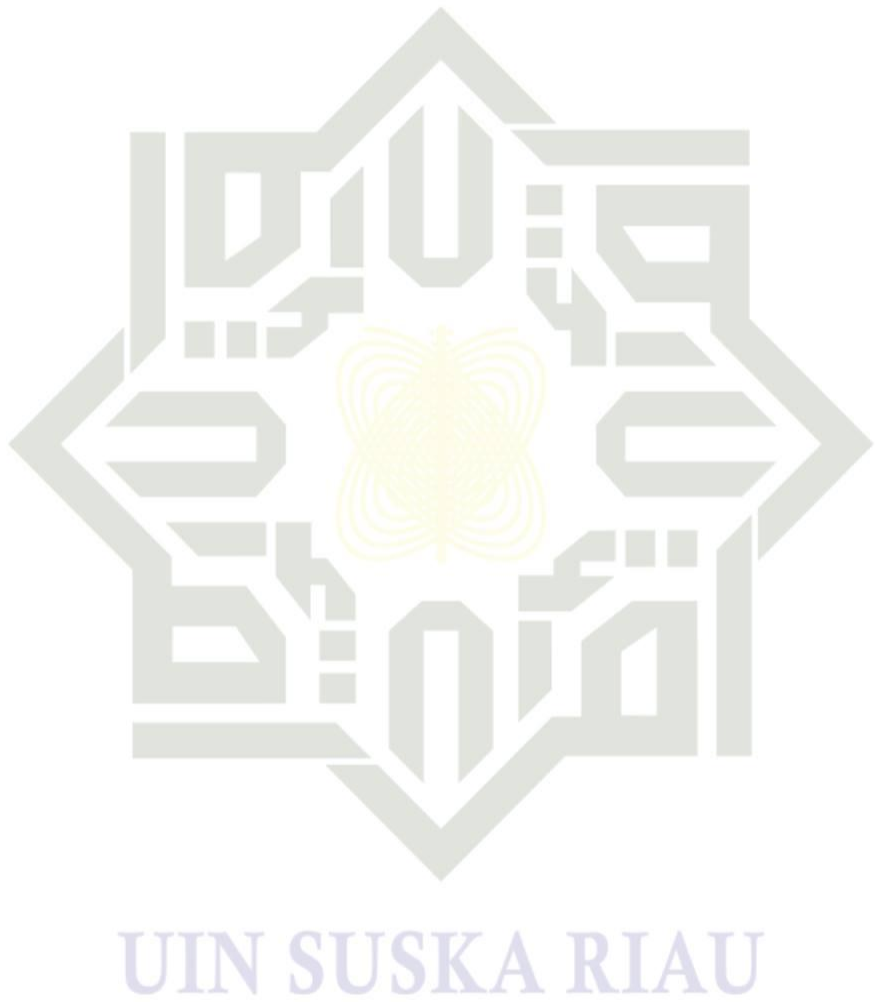
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According to Johnsson--Walker (1828) teaching means instructing, informing as a master; delivering any doctrine or art or words to be learned; or giving intelligence. (Kimble--Garnezy, 1963:133) defines teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” According to Brown (2000) teaching should be defined with a term of learning, because “teaching” facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. A more extended definition of teaching always leads to many methods which the teacher can use to simplify the learning process.

- c. Speaking is to express or communicates opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages (Oxford Advanced Dictionary). According to Chaney, speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney, 1998: 13).

Teaching speaking skill. Teaching spoken communication skill is for English for a second language is teaching students to students to learn six things, that are “produce the English speech sounds and sounds pattern, use words and sentence stress, intonation pattern, and the rhythm of the second language, select appropriate word and sentence according to the proper social setting, audience, situation and subject matter, organize their thought in a meaningful and logical sequence, use a language as a means of expressing value and judgment, use a

language quickly and confidently with a few unnatural pauses, which is as called as “fluency” according to Nunan (2003) as cited in Kayi (2006).



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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Teaching Speaking

There are some definition of speaking from expert like taken from Brown (2007:8), he defines teaching as a showing or helping someone to learn or how doing something, giving instructions, guiding to study of something, providing knowledge, and causing to know or understand. Speaking can be also defines to make use of words in an ordinary voice. It can be concluded that speaking is giving instruction to a person in order to communicate.

Teaching has basic meaning as the process to give information to students. When doing teaching activity the teacher is transferring knowledge, message, or skill to the student, and at that moment also occur interactive process between teacher and students. Many experts have differently defined the word teaching. According to Feiman, Nemser and Buchmann (in Ball and Forzani, 2009) define teaching as the work of helping people learn “worthwhile things,” which, as they pointed out, adds an explicitly moral dimension. Furthermore, Cohen (in Ball and Forzani, 2009) stated that teaching defined as helping others learn to do particular things, is an everyday activity in which many people engage regularly.

Teaching is the way to convey information about a topic that would be learned by the students. The purpose of the teaching-learning process is to make students get knowledge and ability to understand the knowledge. To achieve the purpose of teaching, the teacher is a key that should be creative in choosing the materials and strategies of teaching to make the students easy to understand the

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knowledge (Iksan& Dirham, 2018). Besides that, the role of the teacher is also very important to make the learning process run well. One of the most important skills that teachers should have in teaching and learning process is the ability to use various teaching strategies. Teachers should be able to use some kinds of teaching strategies that enable students to learn in order to obtain the expected results. If teachers cannot use a proper teaching strategy, teaching and learning process would not run effectively.

The theory of teaching speaking is sometimes neglected. The teaching approach used is still ignored, as Richard (2008:19) states that Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. In fact, many students learning speaking for quite long time, but they still cannot be to able practice speaking in the process of speaking improvement. This condition gives more intention about how teaching speaking methodology will affect the teaching and learning speaking in the class.

In term of teaching speaking, the teachers of English have to understand that speaking a language is difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such us pitch, stress and intonation. In addition, nonlinguistic elements such us gestures and body language, facial expression, may

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accompany speech or convey message directly without any accompanying speech (Richard and Renandya, 2002:204).

According to Nunan in Kayi (2006:1), teaching speaking means that the teacher teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

According to the others, like Richards and Renandya remains English teacher that speaking is one of the central elements of communication especially for teaching EFL (English foreigner language), it is an aspect that needs special attention and instruction. To provide effective attention and instruction, it is necessary for teacher of EFL to examine the factors carefully, condition, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech promotion activities will gradually help learners improve their English speaking skill.

The reason why it is crucial to teach speaking is to improve the oral production of the students. It is also said by Richards and Renandya (2005) that the goal of language teaching is to provide learners with the communicative competence

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and classroom activities. They become an important component of a language course. Therefore, the teacher should consider some aspects in designing and admin.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is so much a part of daily life that we take for granted. The average person tens of thousand words a day, although some people like politicians may produce even more than that. In term of teaching speaking, the teachers of English have to understand that speaking a language is difficult for foreign language learner because effective oral communication requires the ability to use the language appropriately in social interaction. Diversity in interaction involves not only verbal communication but also paralinguistic elements such us pitch, stress and intonation. In addition, nonlinguistic elements such us gestures and body language, facial expression, may accompany speech or convey message directly without any accompanying speech (Richard and Renandya, 2002:204).

Besides, in (Fauziati,2010) said that speaking is an activity that require integration of many subsystems in which all these factors combine to make speaking a second or foreign language in a formidable task for language learners. She added that teaching speaking skill should be figured as central in foreign language pedagogy. Moreover, the goal of teaching speaking is to communicate efficiency. Teaching speaking is to train students how to integrate skills to deliver

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oral presentations without feeling difficult to articulate. The objective of the language teaching is the production of the speaker's competence to communicate in target language.

There are some points that should be focused when teaching speaking skill, Kayi (2006) offered them in following below: (1) Low beginning; focus on simple information exchange, expressing thoughts, and asking questions, (2) High beginning; focus on using language to accomplish simple personal objective appropriately, (3) Low intermediate; focus on general discussion of a variety of topics and functioning well in social situations, (4) High intermediate; focus on elaborating and supporting opinions as well as simple formal presentations, (5) Advanced focus on formal presentations, polished conversations skills and idiomatic expression.

Based on the definition above, it can be understood that teaching speaking should improve students' communication skills, because only by improving students' speaking ability, they can express themselves and learn how to follow the social and cultural rules that are appropriate in each communication circumstance. The teacher of English has to able to create an interesting classroom situation, thus the students feel enjoyable during the class and keep on practicing their speaking ability (Rasyid, 2016).

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2.1.1 Principle of Teaching Speaking

In the same way, (Brown, 2004) wrote also about “Teaching by Principles” on his book they are: (1) Focusing on fluency and accuracy which considering the learning objective, (2) Preparing intrinsically techniques to motivate the students in learning, (3) Authenticating language use in an appropriate feedback context, (4) Providing appropriate feedback and correction, (5) Capitalizing on the natural link between speaking and listening, (6) Giving students opportunities to communicate in learning process as much as possible, (7) Encouraging them to develop their speaking strategy and style.

2.1.2 Problem in Teaching Speaking

Teachers often face some problem in teaching speaking. It is not a simple thing to do. There are some causes that influence the problems in teaching English to the students. A creative teacher will always have ideas to overcome the problems. Especially when teachers have to teach students who are new in learning a foreign language, it will be difficult for them to understand the sentence and the topic that contain a complex verbal topics or difficult discussion to understand.

According to (Brown, 1994) states that there are some difficulties in speaking, they are: (1) Clustering, it speech is phrasal, not word by word. Learners can organize their output both cognitively and physically, (2) Redundancies, the speaker has an opportunity to make meaning clearer through

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the redundancy of language, (3) Reduced Forms, (4) Contractions, elisions and reduced vowels, (5) Performance variable, one of the advantages of spoken language is that process of thinking as you allow to manifest a certain of number of performance hesitation, pauses, backtracking and corrections, (6) Colloquial Language, make sure student are reasonable well acquainted with the words and idioms and phrases of colloquial language, (7) rate of Delivery. Another salient characteristic of fluency is rate of delivery, (8) Stress, Rhythm, and Intonation, the most important characteristic of English pronunciations, (9) Interaction, learning to produce waves of language is in a vacuum without interlocutors.

In teaching speaking, teachers face some problems. According to (Greene and Preety, 1967) teachers often face the problems form, the duration of teaching and learning process is limited. The material on the text books is different from the lesson plan. Teacher's problems are the quantity of the students in the class because a better class should have 12 to 20 students because young learners need more attention in learning. He also stated that another problem which is encountered by a teacher came from the availability of the text books for the students.

Learning a foreign language is very useful if the lesson material relate to our daily activity or using real media to increase their curiosity in motivating the students (Ningsih&Fata, 2015). While (Hmmalainen,1995) said that the way to increase students' motivation of learners in studying is using movies, body movement, globe, picture and tape recorder.

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Others problems that are commonly faced by the teacher stated by (Ur, 1996) are related to individual learners personalities and attitude to the learning process and learning speaking in particular. Inhibition – fear of making mistakes, losing face, criticism, shyness. Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments. Low or uneven participation – often caused by the tendency of some learners to dominate in the group. Mothertongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

According to (Ur, 1996) explain that there are some problem in getting learners to talk in the classroom, they are:

Inhibition, speaking require some degrees of real-time exposure to an audience. Students are worried to say something in foreign language. Nothing to say, students often complain that they can not think of anything. They do not have motive to express something. Low or uneven Participant, there is only one student want to talk in a group or large group. It means only one students talking all the time. Mother tongue, students still speak their mother tongue even though they are in English class. The goal of learning foreign language is in order to can communicate each other by using foreign language.

Teaching speaking needs to know about obstacles that may be occur in the learning process. Some problems come from the internal of students and others come from outside students.

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Internal Problem. There are several discussions about problems that come from body of the students themselves, include the way they produce the language. The problems are commonly become obstacles in teaching speaking. The problems are native language, age, exposure, innate phonetic ability, identity and language ego, motivation and concern for good speaking (Brown, 2001).

Native Language, the native language is the most influential factor affecting a learner's speaking. According to (Brown, 2001) states, "If you are familiar with the sound system of learner's native language, you will be better able to diagnose student difficulties. Many L1-L2 carryovers can be overcome through a focused awareness and effort on the learner's part." By the statement, it concludes that mother language of students will be a problem in teaching speaking if the teacher cannot understand the fact and decided a way to solve the condition moreover if the linguistic aspect of the native language students have is really different with target language. In the condition, linguistically, the difference of L1 and L2 is the fundamental factor that determines success of a speaking class.

Age, generally speaking, children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are

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equal. Learners are often described as children, young learners, adolescents, young adults or adults, (Harmer, 2007:14).

The term children are generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners between the ages of 5 to 9 and very young learner are usually between 2 and 5. Adult are generally thought to be between 16 and 20. Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Moreover, their egoism is still being shaped, and therefore the slights of communication can be negatively interpreted. Children are also focused on what this new language can actually be used for here and now. They are less to willing to put up with language that doesn't hold immediate that is neither authentic nor meaningful. According to (Brown, 2001) also says that adults usually have acquired a self confidence not found in children.

Unfortunately, adults have weakness that often brings a modicum of general self-confidence (global self-esteem) into classroom. By the explanation above it can be concluded that teaching language is really related with the age of students that affect the characteristic of the students its self. In every age there is some uniqueness which can support the teaching processes on other hand the uniqueness can be hard obstacle in the teaching. It can be anticipated by make an observation about the age of students and find the formula in teaching each age.

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Exposure, it is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Research seems to support the notion that the quality and intensity of exposure are more important than mere length of time. If class time spent focusing on speaking demands the full attention and interest of the students, then they stand a good chance of reaching their goals. The statement shows that in terms of exposure the discussion will be very fuzzy. Some students may be more interest by quality and intensity of exposure the teacher gives in speaking class. Some of the students may have contradictive condition; they prefer to get long time of exposure in reaching the speaking class goal. The relativity is an obstacle in teaching speaking so the teacher should know the condition of his or her students in order to be able to give suitable exposure.

Innate Phonetic ability. Often referred to as having an “ear” for language, some people manifests a phonetic coding ability that others do not. In many cases, if a person has had exposure to a foreign language as a child, this “knack” is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations. Some people would have you believe that you either have such a knack, or you do not. Therefore, if speaking seems to be naturally difficult for some students, they should not despair; with some effort and concentration, they can improve their competence. In other words, sometime speaking skill often placed as a talent from an individual. The perspective is not wrong because many researches, especially in education have

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proven that human has specific talent or inelegance. Here, speaking skill mastery includes verbal intelligence.

So, the teacher should understand the fact by realizing that students have their own chance to be success in speaking class. It will a big problem if the teacher does not see his students in diverse talent.

Identity and Language Ego, yet another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important, students need to become aware of - and not afraid of - the second identity that may be emerging within them. The perspective shows that students' attitude is very important in speaking class. Positive attitude will help the students to master speaking skill better. On the contrary, by bad attitude, the students will be more difficult to reach the speaking class goal. Good attitude is a power that helps the students to accept speaking material. It will be a huge trouble if the teacher does not know the importance of Identity and language ego of his students.

Motivation and Concern for Good Speaking, some learners are not particularly concerned about their speaking, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list. Brown, (2001) says that that motivation and concern are high, and then the necessary

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effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

External Problem, the effectiveness of teaching speaking does not only come from internal aspects of the students but also influenced by external factors. The competences understanding of problem in teaching speaking should be known by the teacher. The factor is an institutional context that's puts English as second or foreign language in a notion. The context in which the language is learnt is still considerable relevance to kind of English a notion will want and need to study, and the skills they will need to acquire.

Harmer, (2007:12) says that there are three main kinds of English teaching. It has been suggested that students of EFL (English as Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English. ESL (English as a Second Language) students, on the other hand, are usually living in the largest-language community. The latter may need to learn the particular language variety of that community (Scotch English. Shouter English, from England, Australian English, Texan English).ESOL (English for Speakers of Other Languages) to describe both situations. In teaching speaking English as second language the students are ready access to the target language both outside and inside language classroom. The students have a tremendous advantage. They have an instant "laboratory" available twenty-four hours a day. Because of that, it is easier to teach English as second language than as foreign language. Language teaching in what might broadly categorize as an EFL

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context is clearly a greater challenge for students and teachers. Often, intrinsic motivation is a big issues, since students may have difficulty in seeing the relevance of learning English.

According to (Bown, 2001). Their immediate use of language may seen far from removed from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English. Moreover, speaking is a skill that very needs many exercises. In EFL the time to do exercise is limited in the classroom. When the students out from the class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance.

Teacher has an important role on teaching and learning process in the classroom. On teaching speaking skills for young learners is different on teaching speaking skills for adult. And here there a basic principles for the teacher on teaching speaking skills for young learners (Seligson, 2001). (1) Speak at normal speed (unless you speak very quickly). It will take the children a little longer to start hearing separates words, but soon they will be able to understand English spoken at a normal rate. (2) Do not break up your sentences thinking you are helping your pupils identify individual words; use normal stress and intonation. Remember that children at this stage learn by imitation. (3) Use English whenever possible. All your instructions and questions (e.g. make two groups. Where's Raul?) are just as important as what you want to teach. Use full sentences or phrases. When you pupils describing pictures, insist

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that they use full sentences. By using full sentences or phrases, children: get sense of context, assimilate the different syntaxes and structures which they will be able to use later when they begin creating their own sentences, and find it just an easy to use a sentence or phrase as a word.

There are many problems on teaching and learning speaking skills. There two categories are internal problems, it's divided into two kinds of problems; the problems comes from teacher, and the problems comes from students. Then, external problems, it's divided into two kind problems; the problems come from the classroom environment, and the problems come from speaking skills itself. In internal problems, there the problems come from teacher such as full sentences or phrases, speak at normal speed (unless you speak very quickly). If the problems come from the students, such as native language, age, exposure, etc. In External problems, there the problems come from classroom environment, such as the formation of students' desks. If the problems come from speaking skills, such as clustering, redundancy, colloquial language, etc.

2.1.3 Challenges in Teaching Speaking

The capacity to talk a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by students is that they have spent numerous years concentrating on foreign language (including English), yet at the same time, can't speak it. One of the fundamental problems is that speaking usually takes place

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spontaneously and in real-time, which means that planning and production overlap. If a lot of consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker's attention is directed to production, it is likely that accuracy will suffer.

In the environment, speaking is a tool for communication, and people will see the students' proficiency in speaking in English (Ihsan, Moeslem&Aziz, 2018). Speaking cannot be learnt in a day or in a meeting. It need step by step and do more practice than others skills. There are some challenges in teaching speaking such as lack of vocabulary, fear the mistake, shyness, anxiety, lack of confidence and lack of motivation.

Lack of Vocabulary, according to (Dewi&Jimmi, 2018) Lack of Vocabulary is a condition when a student cannot built a sentence because limited of words or phrases. Fear the mistake and Shyness, this condition is emotional feeling of the students when they want to speak in English because of the psychological. Lack of Confidence. This psychological because the students feel their English skill is not good, so they keep silent. The teacher should give them positive encouragement. Lack of Motivation, students need to know what is the purpose of learning English. Students have no motivation if they see their teacher's way of teaching.

Finally, the students' problem and challenges in teaching speaking teacher or lecturer must have some good, fun, interesting, strategies to solve the problems and challenges in teaching English, especially speaking activities.

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2.1.4 Speaking Assessment

Speaking is one of the basic masters of language, which has to be achieved by the learners. According to (Brown, 2004) components in speaking assessment are:

Grammar, it is needed for students to arrange a correct sentence in conversation. The speaker need to structure their discourse if they want to be understood, especially in more 'writing like' speech, besides what they are saying in order to be clearer, (Harmer, 2002).

Vocabulary contains fully meaning and complete in only one word, according to (Thornbury, 2005). It does not need many words to deliver the message, it depends on the word used. Having limited vocabulary is also a barrier that precludes learners from learning a language.

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Fluency, in order to give at least the illusion of fluency and to compensate for the intentional demands involved in speech, production, speaker uses a number of trick like pause filler such as: uh, um, and erm, (Thornbury,2005).

Based on the theory there are components that have to mastery, they are: grammar, vocabulary, pronunciation, and fluency in speak.

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2.1.5 The Purpose of Speaking

There are three functions of speaking according to Brown and Yule in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing.

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In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

2.1.6 Characteristic of Successful of Speaking

Ur (1996: 120) proposes some characteristics of successful speaking activity, namely:

Learners talk a lot, as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. Pollard (2008: 7) suggests that we should aim for our students to be talking more than we do and if possible 80% STT (student-talking time) to 20% TTT (teacher-talking time).

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Participation is even, Classroom discussion is not dominated by a minority of talkative participations: all get a chance to speak, and contributions are fairly evenly distributed.

Motivation is high, learners are eager to speak: because they are interested in the topic and have something new to say about it or because they want to contributed to achieving a task objective.

2.2. Communication Skill

Communication comes from the Latin *communis*, it means common. When we communicate, we are trying to establish 'commonness' with someone. That is, we are trying to share information, an idea or an attitude (Schramm, 1993). Looking further, you can find this type of definition: Communications is the mechanism through which human relations exist and develop. Communication is as the process which an individual (the communicator) transmits stimuli (usually verbal symbols) to modify the behavior of the other individuals.

Communication skill is one of the elements of generic skills that are essential among university students. Through their years in the university, students would have been exposed to situations, in and outside of the lecture halls, where they have use their communication skills, for example group assignments and class presentations. Communication skills are components of generic skills that have been identified as a focus at the universities (Kementerian Pendidikan dan Kebudayaan, 2006). Although generic skills encompass several elements, this study would focus on communication skills. There are many purposes communication skill, especially

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during the process of seeking job. The new graduate would be tested on their communication during their job interviews. Therefore, The State of Institute Islamic studies by Language Center Development (P2B) has to ensure that students are equipped with the ability to communicate clearly and effectively. This research discussed the aspects of communication skills that university students have to be equipped with before they graduate.

Previous research on communication skills among university students have been reported by Ihmeideh, Ahmad and Dababneh (2010) and Cleland, Foster and Moffat (2005). They found that a positive communication environment provides opportunities to students to learn how to communicate, and thus, have better communication skills. Therefore, university students need to be given opportunities to communicate in order to be better prepared for the job market after their studies. Communication is more effective if the receiver (of the information) can understand and practice the skills. Further, communication will be more meaningful if the physical, spiritual and social factors are taken into account during the communication process. As a university student who is getting ready to start on their chosen career, he or she should take the opportunity in any activities that developed communication skills in a wider and complete aspect so that communication skills can be fully developed. Students need to put in effort to develop their communication skills to be able to succeed in their chosen profession (Ihmeideh, 2010).

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There are many types of communication skills, but generally it involves oral and written skills. According to (MohdHelmi, 2005) proposes that there are essentially three types of communication, which are interpersonal communication, management communication (communication in a group), and public communication (speech making).

Additionally, in oral communication, there is a process of communication which conveys message from a speaker to listener. According to (David Nunan 1989) says that a speaker has to encode the message and listener has to decode or interpret the message of information to listener while encoding is the process of receiving information given by the speaker. According to Nunan in Kayi (2006), teaching speaking means that teach the listener to: (1) produce the English speech sound and sound pattern, (2) use word and sentence, stress intonation pattern and the rhythm of the second language, (3) select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, (4) organize their thoughts in a meaningful and logical sequence, (5) use language as a means of expressing, values and judgments, (6) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

The interaction nature of spoken language is examined between perceptive ability which concerned with correctly using the sounds and structure of the language, and interactional ability, which involves using motor perceptive ability, is developed in the language model dialogues, pattern practice, oral drill and so on. So, based on above the definition, it can be concluded that speaking is the process of

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communication which conveys, express, informs and gives the ideas, thought, feeling and opinion or suggestion and also talk about perceptions by using word and sounds of articulations that can learn through teaching and learning process.

From the explanation above, it can be concluded that speaking ability is the learners' ability in stating or expressing their idea or opinion orally to build up communication through interaction between a speaker and a listener or each other in learning activity which is represented by the score of speaking.

The university's role in producing graduates in various fields to fulfill the market needs does not only focus on academic achievement, but also on generic skills or "soft skills" required for them to compete in the global market. Furthermore, employers now place great importance on generic skills and personality in choosing their future employees. Therefore, local universities now explicitly state generic skills as a requirement in the program outcome since 2014. It works together with Indonesia Australia Language Foundation (IALF) from Bali, consistent with "performance based their standard in teaching English" which started the same year. The results of this study found that university students have achieved good communication skills the lecturers' strategies in English especially in Communication Skill.

2.2.1 Types of Communication Skill

Communication is a process of exchanging information, ideas, thoughts, feelings and emotions through speech, signals, writing, or behavior. In communication process, a sender (encoder) encodes a message and then using a

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medium/channel sends it to the receiver (decoder) who decodes the message and after processing information, sends back appropriate feedback/reply using a medium/channel. According to (Wambui, 2016) people communicate with each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication.

There are two types of communication based on channel; verbal communication and nonverbal communication. According to (Wambui, 2016) verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication always remember the acronym KISS - keep it short and simple. When we talk to others, we assume that others understand what we are saying because we know what we are saying. But this is not the case, the lecturers bring their own attitude, perception, emotions and thoughts about the topic and hence creates barrier in delivering the right meaning. Verbal Communication is further divided into, two oral /spoken and written communication. But in this research, the researcher focused on oral/spoken communication.

In oral communication, Spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. Examples of spoken communication that is used in the workplace

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include conversations, interviews, counseling/helping colleagues, meetings, conferences and so on (Wenbin Nah, 2008). In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking.

The following are the advantages of communication: (1) Oral communication allows for immediate feedback such as the opportunity to ask questions when the meaning is not entirely clear, (2) the sender is able to check and see whether if the instruction is clear or has created confusion. (3) there is high level of understanding and transparency in oral communication as it is interpersonal. (4) there is no element of rigidity in oral communication. There is flexibility for allowing changes in the decisions previously taken. (5) spoken instructions are flexible and easily adaptable to many diverse situations. (6) the feedback is spontaneous in oral communication. Thus, decisions can be made quickly without any delay. (7) oral communication is not only time saving, but it also saves upon money and efforts. (8) oral communication is best in case of problem resolution. The conflicts, disputes and many issues/differences can be put to an end by talking them over. (9) oral communication is an essential for teamwork and group energy. (10) oral communication promotes a receptive and encouraging morale among organizational employees. (11) Oral communication can be best used to transfer private and confidential information/matter. (12) In a face-to-face conversation, by reading facial expression and body language one can guess what she or he said.

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2.2.2 Spoken Communication Skill

The phrase ‘Communicative English’ refers to that English which helps us to communicate effectively with people using language functions. According to (Peter, 2004) Communication is a connection between people sharing information with each other. It’s important in everyday life, at work and nearly any time you interact with other people. Communication issues don’t always happen because of your English level. The truth is, you can know how to speak English without knowing how to communicate in English. English language has functioned in India for two hundred years. In spite of it, language teaching and learning have made a poor show.

Oral communication competence can contribute to individuals’ social adjustment and participation in satisfying interpersonal relationship. Students in a university with poor oral communication skills are sometimes viewed as less attractive by their peers and enjoy fewer friendships. As individuals mature and become working adults, oral communication competence continues to be essential for them. According to (Raja, 2013) Oral Communication competence is required in most occupations. Employers identify communication as one of the basic competencies every graduate should possess, asserting that the ability to communicate is valuable for obtaining employment and maintaining successful job performance.

Given the importance of the ability to communicate competently, the communication discipline is viewed as central in language teaching these days.

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According to (Raja, 2013) The ability to communicate effectively and appropriately is therefore quintessential and taught at various language institutes in different ways. 'How is this oral communication skill taught at language teaching institutes', is the focus of this research. Communication has become one of the markers of social solidarity, social ranking and professional capabilities and most of the components of the language are learnt through this medium. With this respect, English has gained inevitable importance being the international language. Strategies in spoken communication skill in English were used by the lecturers to improve communicative skills.

Communication skill is defined as a student's ability in speaking English fluently, which is able to express meaningful ideas, perception, and feeling with correct pronunciation (producing correct sounds, stress, pattern, rhythm, and intonation), appropriate vocabulary including the ability to rephrase words when he cannot find the suitable words, accurate grammar structures, and appropriate forms of language suitable with the place, time, and situation of speaking.

Micro- and Macro skills of Speaking. According to (Brown, 2004), there are two skills for speaking, that are micro skills and macro skills. Micro skills; The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units. The micro skills of speaking are: (1) Produce differences among English phonemes and allophonic variants. (2) Produce chunk of language of different lengths. (3) Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and

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intonation. (4) Produce reduced forms of words and phrases. (5) Use an adequate number of lexical units (words) to accomplish pragmatics. (6) Produce fluent speech at different rates of delivery. (7) Variety Strategic, devices-pauses, fillers, self-correction, backtrackting, to enhance the clarity of message. (8) grammatical words classes, system, word order, pattern, rules, and elliptical forms. (9) Produce speech in natural constituents: in appropriate phrases, pause group, breathe group, and sentence constituent. (10) Express a particular meaning in different grammatical forms. (11) Use cohesive devices in spoken discourse.

The macro skills imply the speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic option. The macro skills in speaking are: (1) Appropriately accomplishing communicative function according to situation, condition, participants and the goals. (2) Using appropriate styles, registers, implicature, redundancies, pragmatics, conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistics features in a face to face conversation. (3) Convey links and connections between events and communicate such relations as focal peripheral ideas, event and feelings, new information, and given formation, generalization and exemplifications. (4) Conveys facial features, kinesics, body language and other non verbal cues along with verbal language. (5) Develop and use the speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words.

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3. Lecturers' Strategies in Teaching Spoken Communication Skill

2.3.1 Strategy

Word a strategy are meaning about the winner, life or fighting spirit. The meaning are about unable or failure of the company or organization in confront the pressure or problem from inside and outside (Kasali, 1994). Strategies are steps or actions taken for the purpose of winning a war, other definition of strategy is an effort to achieve of success goal.

In education context, J. R David (in Hamruni, 2017) stated that strategy is a plan, method, or series of activities designed to achieve a particular educational goal. So, the strategy are the plan long-term and as determinants in long-term and following activities to achieve special purpose. Strategy important to coordinate a organization to achieve a goal. In here strategy is like art that is art bring the army on the battle field with good position.

According to (Antony, Parrewe and Kacmar, 2010) In Nainggolan (2017) The strategy as formulation mission and the goal of organization, include the action plans to achieve the goal in explicit, with considered competitive condition and the influences in direct from outside organization or not influences for the directness organization.

Then, according to (Brown, 2013) strategies are the specific methods of approaching a problem or task, modes of operation for achieving in a particular end, planned designs for controlling and manipulating certain information.

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Next, Chamot (1987) also stated about the meaning of strategy, strategies are often more powerful when they are used in appropriate combinations. The strategy as general of activities it must do to achieve specific purpose (sanjaya, 2017). Say the general because a strategy in the reality not yet going to the practice, still as plan or full illustration, but to achieve the purpose of strategy in arranged to specific purpose. So, the strategy are when a person doing activities to achieve specific purpose, have a plan and formulation to get the goal it.

Based on those definitions above, concluded that strategies are any tools or tactics that learners employ to learn more effectively and more autonomously. Strategy was very important to be applied to overcome or to make things easier. So, the strategy is something that important for teachers to teach and deliver teaching materials properly and to establish a classroom atmosphere becomes more fun and interesting, so that achievement of learning goals, especially speaking comprehension

2.3.2 Types of Strategy

According to (Masitoh, 2017) there are several types of learning strategies as well as supporting reference by teachers in teaching, such as:

First strategy is learning strategy. Learning strategies Expository is a strategy that emphasizes the delivery of content verbally process of a teacher or lecturer to students or collegians with the intention that trainees can master optimally.

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Second is quantum learning. Quantum Learning combines sugestologi, accelerated learning strategies , and NLP with the theories, beliefs, and the specific method. Including concepts: the theory of the right brain and the left brain, the theory triune brain, selection modalities, holistic education, learning with symbols, and simulation, concept of learning Quantum design a learning process harmoniously combines elements of academic skills, physical feats, and skills in life.

Then, the third is cooperative Learning Strategies. Cooperative Learning Strategies is a series of learning do students in small groups with different abilities to achieve the learning objectives that have been formulated.

The fourth is Inquiry Learning Strategy. Teachers act is digging a maximum capacity of students and the potential existing on students in completing the discharge of duties / problems in the learning process

The next strategy is strategy problem based Learning (SPBM). The learning objectives can be achieved if the educational activities focused on tasks or problems that authentic, relevant, and presented in a context, learning begins with problems and these problems will determine the direction of learning in groups.

The other strategy is Contextual Learning Strategies. Contextual Learning Strategies is a learning strategy that emphasizes the process of involvement of students to be able to find the material studied and relate them to real life situations that encourage students to be able to apply it in their lives.

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The last is Active Learning Strategies. In active learning activities, it was students who perform the learning activities, it is they who must find and solve problems on their own, finding examples, tries skills, and perform learning tasks that must be accomplished.

2.3.3 Speaking Strategies

Teachers needed some theory strategy for teaching especially in teaching speaking it make easier teachers to teach, as like: Learning strategies expository, quantum learning strategies, cooperative learning strategies, inquiry learning strategy, strategy problem based learning (SPBM), contextual learning strategies, active learning strategies. To support the teacher or lecturer in teaching speaking, some strategies in order teaching learning process can be good and interested. In addition, teaching strategies are ways of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of the learners' characteristics, learning objectives and instructional preferences of the teachers (MIT, 2002).

Thus, it can be said that teaching strategies are how the teachers treat students in teaching learning process. The Strategies hoped the goal of teaching can be achieved. In this case for teaching speaking, strategies should make students able to communicate effective and efficiently. According to (Richards and Renandya, 2005) say that since a goal of language teaching is to provide learners with communicative competence, classroom activities that

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develop learners' ability to express themselves through speech will. Therefore, it seem to be an important component of a language course. The teachers design and administer such activities will then be more important.

Teaching strategies are very important since they determine the success of teaching process. strategies used by the teachers should be interesting and capture students' attention. According to (Anjaniputra, 2003) some of the strategies that can be used such as cooperative activities as role-play, creative task, and drilling. Moreover, for young learners, there are some common strategies that can be used such as songs, poems, chants, drama, stories, game and Total Physical Response (TPR) activities. All the activities can effect learners and enhance their learning the language (Khameis, 2007).

According to(HerlinaDaddi, Muhammad Zia ulHaq, 2014) Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn.

According to (Kayi, 2006) there are some strategies that teacher can use in teaching English speaking:

Discussion is resemble real-life tasks as Solcova (2011) asserts that students develop their fluency best, if engaged in tasks where all their

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concentration focuses on producing something, rather than on the language itself.

Role Plays are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011).

Simulations are activities where students are asked to pretend to be in various social contexts and various social roles (Harmer, 2001; Thornbury, 2005).

Information gap is the essence of communication. Classroom activities without the information gap are "mechanical and artificial". Consequently, they are violently opposed to such exchange as those above because they are "mechanical" and "artificial" (Richards, 1985: 140) and are not real communication.

Brainstorming, According to Armstrong (2006), brainstorming is an invaluable process used by writers at all skill levels, regardless of their experience.

Story telling, students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas, development, and ending, including the characters and story settings. Students also can tell riddles or jokes.

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Interviewis a useful instructional activity for the development of communicative purposes through this strategy. It can influence the students' enthusiasm for Learning ESL (Kagan, 1994:Kessler, 1992).

Story Completion, this strategy is known which is a student sit in a circle forming in a whole class, and the students begin to tell a story and connect it between on part with another part until the end of a story (Kayi, 2006).

Question and Answer. According to Kenneth (2010) question and Answer gives students opportunity to reflect their inquires and need for further information

Picture Describing, A picture is worth a thousand words, and this is particularly true for teaching English as a second language. There are four reasons why pictures are good to be used in teaching. First, pictures provide shared experience for students in a classroom. Second, they provide common grammatical aspects that students can use and practice in the classroom. Third, pictures may result in the task variations in speaking. Fourth, they are also interesting for learners. (Raimes, 1983)

A variety of teaching speaking methods has been applied by the lecturers. Some methods specifying on teaching general communication skills and emphasizing on the ability to express idea meaningfully and it can be understood by the interlocutor than to grammatical accuracy or perfect pronunciation. Other lecturers emphasis on accurate grammar and pronunciation from the very beginning or set out to teach the basic grammar in

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the first phase of learning a language (Richards & Rogers, 1986, p. 20). Those methods are more explicitly described in Pollard's book (2008), they are:

Grammar Translation Method, this method focuses on studying written texts and translating them into the students' home language. Audio-lingual Method, this method derived from of behaviorist paradigm which focuses on providing a stimulus to the students' respond; the correct of student response will be praised in order to strengthen the correct of language use and of course to reinforce discipline in learning. Communicative Approach, this method is based on the theory of language acquisition that pointed out to the language use rather than the study of grammar. PPP (Presentation, Practice, and Production), this method might be similar to the audio-lingual through the use of pictures and focused learning. Task-based Learning, in this method, the lecturer prepares a task for students to do individually or in a group on a subject or a topic that has not been studied yet in the classroom or the topic has been studied previously to strength their comprehension on the topic. ESA (Engage-Study-Activate), Engage refers to the getting the students' attention or interest and involving them in learning. Lexical Approach, this method derived from the principle that grammar and vocabulary cannot be strictly separated as is often the case in traditional teaching methods.

In continuation, there are some strategies that used by EFL students' in overcome challenges. They are:

Self Assessment, in this strategy, the teacher asks the studentsto do self-assessment. The students state their strength and weakness in speaking English.

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According to (Mahdi, 2015) stated that this strategy could have a good impact on the teacher because they could know the capabilities of every students.

Metacognitive strategies, the students implement the strategies during the learning process. the students applies several ways such as, setting the purposes of speaking in English, self-monitor and evaluation for their academic achievement and set the material to be discussed (Heryanti and Hazairin, 2017). Thus it can help the students to enhance their speaking performance in the classroom.

Cognitive strategies, in this strategy 5 students choose to translate and 6 students choose repetition, also guessing the meaning of vocabulary as their strategies to overcome the problem (Heryanti and Hazairin, 2017).

Social Strategies, this strategy aims to make students an active learner in learning speaking skill. The students applied several ways in this strategy, such as 6 students chose cooperation ways, 4 students questioned for clarification and 2 students chose self-talk (Heryanti and Hazairin, 2017). Additionally, the students use questioning for clarification and self-talk in order to prepare themselves in some instances, such as in speaking public, speech, or presentation (Heryanti and Hazairin, 2017).

Interpersonal Strategies, in this strategy, the students need to rehearse for their speaking performance in the classroom. Heryanti and Hazairin (2017) stated several ways in this strategy, such as 6 students ask the other people to give some suggestions, 5 students chose to practice and rehearsal also 6

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students try to speak up with other people. Furthermore, students can overcome their challenges in speaking in English.

Communicative-Experiential Strategies, the last is Communicative-experiential strategies. In this strategy, 6 students can make an effective sentence by finding the synonym. The students need support from the teacher to overcome their challenges in speaking in English (Heryanti&Hazairin, 2017). Additionally, 4 students will easy to speak up by guessing teachers' body language (Heryanti&Hazairin, 2017).

According to David & Johnson (2001), many class activities use cooperative learning in teaching speaking such as:

Jigsawis grouping students into groups consist of five students in a group, each member of the group was given the task to study a topic and then teach it to members of the group, to help students work together in learning, and to determine what is important and how to teach.

Think-Pair-Share includes three steps of cooperative structures, during the first stage, each individual think quietly about the questions posed by the structure, the second step, each individual pair up and exchange ideas, and the third step, the pair share the responses with their group.

Numbered Head is a form of cooperative in which each member of the group is assigned the number 1,2,3,4, and then the teacher asked a question to the group. Each group works together to answer the question so that all group members may verbally answer the question. Then the teacher called the number

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(example: two) and each member of the group numbered two were asked to give an answer;

Brainstorming is class divided into small groups, with one person appointed as a recorder, the questions require a lot of answers and students give time to think the answer is, after the "think time", each member of the group requested answers and responses another group with Round-Robin style, then the recorder write down the answers of the group members;

Three-step Interview. Interview is each group member chooses another member to become a partner. In the first step, each student interviewed their partners by asking clarifying questions, in a second step, partners exchange the interviewing roles, and in the last step, each member of the group share the responses with their partner in the group;

Team-Pair-Solo. Pair which students work on tasks given by the teacher as a team, then with a partner, and in the end, the task was done individually. It is designed to motivate students to solve problems that initially are beyond their capabilities so that students are able to do more things with the help of others on issues that they can do themselves, first as a team and then in pairs and individually.

Additionally, motivational Strategies (Dornyei, 2001) are techniques that promote the individual's goal-related behavior, because human behavior is rather complex, there are many diverse ways of promoting it. In fact almost any influence person is exposed to might potentially affect students behavior

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Dealing with student's learning motivation in the classroom is a need and vital to the whole successful development and achievement of the student's, motivation is argued as an integral toward the learning process. Motivation is a mental state that encourages people actions and activities. To be motivated is considered as the changing the good attitude in doing something.

To achieve the goals, the students motivation is one the vital matters until higher education especially bringing the worth of academic in the professional life.

Penny Ur (2009) explained that there are some problem solving in getting learners to talk in the classroom, they are:

Using group work. This increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. It is true that group work means the teacher cannot supervise all learner speech, so that not all utterances will be correct, and learners may occasionally slip into their native language; nevertheless, even taking into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

Based the activity on easy language, in general, the level language needed for a discussion should be lower than that used in intensive language-learning activities in the same class: it should be easily recalled and produced by the participants, so that they can speak fluently.

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Making a careful choice of topic and task to stimulate interest On the whole, the clearer the purpose of the discussion the more motivated participation will be.

Give some instruction or training in discussion skill If the task is based on group discussion then include instructions about participation when introducing it. For example, tell learners to make sure that everyone in the group contributes to the discussion; appoint a chairperson to each group who will regulate participation.

Keep students speaking the target language You might appoint one of the groups as monitor, whose job it is to remind participants to use the target language, and perhaps report later to the teacher how well the group managed to keep to it. Even if there is no actual penalty attached, the very awareness that someone is monitoring such lapses helps participants to be more careful. However, when all is said and done, the best way to keep students speaking the target language is simply to be there yourself as much as possible, reminding them and modelling the language use yourself: there is no substitute for nagging.

The problem can solve with the solution below: use group work, base on easy language, make careful choice of topic and interest, and keep students speaking the target language.

According to Harmer (2001: 88 – 92), there are four examples of speaking activities:

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Acting from script. One popular information gap activity is called ‘describe and Draw’. In this activity one student has a picture which he or she must not show his or her partner (the teacher sometimes like to use surrealist paintings -empty doorways on beaches, trains coming out of fireplaces etc.). all the partner has to do is draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the ‘artist’ will ask questions.

Communicative game, television and radio games, imported into the classroom, often provide good fluency activities, as the following examples demonstrate. In ‘Twenty Questions’ the chairperson thinks of an object and a team that the object is either animal & vegetable, or ,other — or a combination of two or three of these. The team has to find out what the object is asking only ‘yes/no’ questions such as Can you use it in the kitchen ?They get points if they guess the answer in twenty questions or less. ‘Just a Minute’ is a long running comedy contest where each participant has to speak for sixty seconds on a subject they are given by the chairperson teacher without hesitation1 repetition, or deviation — or, in the case of language students, language mistakes. If another contestant hears any of these he or she interrupts, gets a point and carries on with the subject. The person who is speaking at the end of sixty seconds gets two points.

Discussion, most teacher hope that the will be able to organize discussion sessions in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. There mare many discussion

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possibilities. The important thing is that students need to be engaged with the topic.

Role Play, we may tell them to role play being guests at a party or travel agents answering customer questions or participants in a public meeting about a road-building project for example. Role play is more than just play – acting; it offers chances for rehearsal and engagement that some other activities fail to give. There are speaking activities can be use by English teacher in the clas, they are: acting from script, communicating game, discussion, and role play.

Finally, all lecturers must comprehend some teaching methods to implement in their class in order to reach the objective of learning to speak as the goal of oral interaction competency and to help students become functional in English or to use it spontaneously, naturally and effectively in day to day class life.

2.3.4 Drill

Next, Drilling, as Thornbury (2005) argues, is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. It functions to make students pay attention to the new materials and emphasize words, phrases, or utterances on students' mind, move new items from working memory to long term memory, provide means of gaining articulatory control over language

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Drills used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. According to (Larsen, 1986) this also directs more student attention to the end of the sentence, where new information typically occurs.

Repetition drill, students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill often used to teach the lines of the dialog.

Chain drill, a chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Single-slot substitution drill, the teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-s-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its

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proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

Multiple-slot substitution drill, This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit in to different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits in to the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

Transformation drill, the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

4. Related Studies

Almost all previous thesis were used qualitative research, they are :

Dady and Zia UlHaq (2014) entitled “Lecturer’s Strategies in English Speaking Class” This research aimed to reveal (1) what strategies were applied by lecturers in English speaking class, (2) how those strategies were applied and (3) to know the students’ perceptions toward the use of those strategies. This research employed qualitative grounded theory design. The subjects of the research were two non-native English lecturers who taught at the same private university in Makassar. The instruments of research were; observation, interview

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and documents examination. Technique of data analysis adopted three series of codification of grounded theory approach; open coding, axial coding, and selective coding. The result of this research revealed five categories of strategies that applied by the two subjects. They were; (1) strategy of checking attendance, (2) strategy of seating arrangement, (3) strategy of teaching-learning activity, (4) strategy of correction and (5) strategy of assessment. Strategy of checking attendance, they were: numbering and one-off calling name; strategy of seating arrangement, they were: one-big circle, two circle, U-model, and island model; strategy of teaching-learning activity, they were: audio-based presentation, topic-based presentation, peer share idea, role play, discussion, and simulation; strategy of correction, they were: teacher correction and peer correction; and strategy of assessment, that was: performance-based assessment. In accordance to those strategies, the students raised perception that those strategies encouraged them to be good at speaking in terms of improving their confidence to share idea, vocabulary, pronunciation and grammar.

Zulfiqar and Hanapi in 2017 the research entitled “Lecturers’ Method in Teaching Speaking at the University of Iqra Buru” This research aimed to reveal; (1) what method was applied by lecturers in teaching speaking; (2) how was the method applied in the classroom; and (3) how was the students’ perception toward the implementation of the method. This research employed qualitative research. The respondent of the current research were two non-native English lecturers who taught at the University of Iqra Buru in Ambon, Maluku. To collect the data, three kinds of the instrument were used; observation,

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interview and documents examination. The data were analyzed using Miles & Huberman technique who proposed three concurrent flows of action: a) data reduction; b) data display; and c) conclusion drawing/verification. The researchers found that; 1) The most of the method used in teaching speaking were grammar translation method, task-based, and lexical approach; 2) The implementing method in teaching speaking at the university consisted of material presentation and classroom discussion; 3) The students have bad perception toward the implementation of lecturers' method and learning activities in teaching speaking.

3. Anjaniputra (2013) conducted a study entitled "*Teacher's Strategies in Teaching Speaking to Studetns at Secondary Level*". It was a Qualitative Research. This study is aimed at portraying lecture's strategies in teaching speaking to collegians at secondary level and recognizing collegians' response towards the strategies by involving an English lecture and collegians. In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking, and questionnaire was administered to the collegians to gain the data about their response towards the strategies under the umbrella of descriptive research. The result revealed that the strategies used by the lecture were cooperative activities, role-play, creative tasks, and drilling. In the meantime, collegians' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of collegians whose participation was emphasized.

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Hakim (2017) conducted a study entitled *“Teachers' Strategies in Teaching Speaking Lessons on Introvert Students in Madrasah Aliyah (MA) Ja-Alhaq Bengkulu”*. This journal states that Collegians with an introverted character have a different ability than anthograd collegian in communicating a foreign language. To overcome this problem, the lecture of Madrasah Aliyah (MA) Ja- alHaq-as the object of this study - did some strategies to improve collegians' speaking skills. This study aims to provide a description of English lectures in Indonesia who are experienced in speaking teaching related to the challenges and strategies in teaching and learning process for collegians with introverted characteristics. Based on the research results, it can be concluded that lectures are advised to apply the discussion, role play, story-telling, and interview. In addition, the lecture must also know the character of the learners because by knowing the personality of learners, the lectures can choose the appropriate learning strategy to be applied in the classroom.

Hia (2016) conducted a study entitled *“The Teacher's Strategies in Teaching Speaking Ability (A Study on the First Grade students of SMAN 1 Ngamprah Academic Year 2016-2017)”*. This study is aimed to know what are the strategies that are used by the lecture in teaching speaking ability. Furthermore, this study also describe the students' responses toward the strategies that are used by the teacher in teaching speaking ability. This study is conducted by using descriptive qualitative. The data of this research is gained by involving an English teacher and also the first grade students of the class X Science 2 which consist of 33 students. There are three instruments in collecting data in this

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research, those are observation, questionnaire and interview to the lecture and the collegians. From the data of interview and observation, there are three strategies that are usually used by the lecture in teaching speaking. They are discussion, communication game, and role play. Moreover, the data from interview to the collegians and questionnaire, the collegians give positive responses toward the lectures' strategies in teaching speaking ability. Among the three of lecture's strategies, almost all of the collegians like the communication game as the strategy in teaching speaking, because they regard communication game can improve their speaking ability, built their motivation to speak, and make the teaching-learning process become more fun.

6. Rahma Al-Mahrooqi (2012) "*English Communication Skills: How Are They Taught at Schools and Universities in Oman*" The aim of this paper is to investigate, from a student perspective, how English communication skills are taught in Oman's schools and higher education institutions. Previous research has documented the lack of communicative ability in English among school and higher education graduates in Oman (Al-Issa, 2007; Moody, 2009). However, the reasons for this weakness have never been investigated from the point of view of students themselves. Using written protocols from 58 respondents, this study embarks on such an investigation and explores student definitions of communication skills, opinions about their importance, and how they were taught in school and higher education institutions. The results reveal that these crucial skills were actually either not taught at all or taught indirectly, which helps to explain the deficit under investigation.

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Radislav P. Millrood (2015) conducted a study entitled “*Techniques and Technologies of Teaching Speaking: Dealing with Backwash Effect in Russia*”

This paper considers the problem of teaching school students spoken language, arising from the backwash effect of language tests on the classroom teaching agenda. The author presents the results of action research with a group of Russia’s school leavers to explore how the efficiency of innovative technologies of teaching speaking would influence their oral performance. The first action research cycle was focused on developing teaching material for implementing the three organizational and pedagogical technologies “cognitive dissonance”, “information gap” and “logical impasse”. The publication presents organizational and pedagogical technologies such as “cognitive dissonance”, “information gap” and “logical impasse”.

8. ÖzgeZeytin (2006) conducted a study entitled “*The Effective Techniques in Teaching Speaking*” The purpose of this study is to investigate how effective the methods of teaching speaking are, and how successful the students are in speaking English. And also this study aims to find out the role of the language teacher in teaching speaking. The participants in the sample group of this study were intermediate level undergraduate preparatory program students at the School of Foreign Languages at DEU and EU. The data were obtained by two instruments, a questionnaire and oral interview. The questionnaires were distributed to 229 students from DEU and 195 students from EU. In oral interview, 40 students participated. The data analysis conducted by means of frequency, mean and percentage revealed that the students are unsuccessful in

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speaking English although they are highly eager for having this skill. High anxiety level is an important factor in this failure. The findings of oral interview demonstrated that the students only feel themselves not irritated while playing games. The techniques and the methods used in teaching speaking in English assist learning this skill positively but it is confirmed that this is not enough. The attitudes, manners and behaviour of the language teachers who teach speaking English to the language learners are appreciated by the students; however, this does not change the reality that they are unsuccessful in speaking English.

9. Saliha(2017)*Teacher's Strategies in Teaching Speaking at The Daffodils (A Case Study Reasearch at KampoenngIngggris-Pare Academic Year 2017)*. Speaking is a process of producing and receiving language which contains information to create interaction. In learning speaking, there are many problems that are faced by the English teacher. So, the teacher needs to use the strategy for teaching speaking. The strategies must be suitable to the students' condition. This research is aimed at founding teacher's strategies used in teaching speaking and the areas of speaking knowledge facilitated by the teacher's strategies teaching speaking process at the Daffodils English course KampungIngggris-Pare. The result of the research showed that teacher used four strategies to make students participated in learning speaking. The areas of speaking knowledge that facilitated by teacher's strategies were the mechanic, function and social culturalnorm. The strategies that dominate that used by the teacher in speaking knowledge areas are recognizing script. the strategies applied by English teacher were appropriate in teaching speaking at The Daffodils English Course, because

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those strategies had the priority to make students speaking a lot and make them participated by their responses or even just minimal responses. And the areas of speaking knowledge that facilitated in teacher's strategies were very helpful in learning speaking. The researcher suggested for other researcher to use the other creative strategy to compare the result of the success strategies.

10. Monica Lindblad (2011) "*Communication Strategies in Speaking English as a Foreign Language*" Speaking a foreign language is a major part of communicating in that language. Since LGY 69, spoken English has received the same attention in teaching as the writing of English; and in the national tests today spoken English is considered 1/5 of the test grade. However, students in many cases find it more difficult to speak English than to write it and some teachers still focus more on writing and grammar than on speaking. In this essay I am trying to show how a group of fairly fluent students tackle the oral part of their national test and what strategies they use to overcome linguistic difficulties. In order to do so I have filmed five groups and a total number of 17 students when they do the oral part of their national tests in English in grade nine and also have the students fill out a questionnaire about the experience. The tests took place in March and April 2010. This essay shows that the most frequently used strategy is pauses, unfilled and filled, but that for other strategies the individual differences are great. It also shows that group dynamics play an important role when doing the test and students who are not able to do the test with people they normally talk to do worse in the test setting and that the performance of both boys and girls suffer when being put in mixed groups.

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1. Widyaningsih (2018) “ Teacher’s Strategies in Teaching Speaking Skill for Eleventh grade Students at SMA BOPKRI 2 Yogyakarta. The objectives of this research are (1) to describe the strategies used by the English teacher of the eleventh grade students of SMA BOPKRI 2 Yogyakarta in teaching speaking and (2) to find out how the English teacher applies the strategies in teaching speaking. This research is descriptive qualitative in the form of a case study. The data were collected from observation and video recording of XI IPA 1, XII IPA 2, and XI Bahasa. The data were transcribed, identified, described, and analyzed by using theory of Shaun Killianof on strategies in teaching speaking. The results indicate that not all of the strategies in teaching speaking were applied by the English teacher. In XI IPA 1 and XI IPA 2, the teacher applied six strategies, while in XI Bahasa, the teacher only applied four strategies in teaching speaking. The teacher applied the strategies to help students become active during the learning process. The strategies could help the students become more active in the teaching and learning process, because the implementation of those strategies was sufficiently executed.
2. IntakhabAlam Khan (2013), “*Speaking skills and teaching strategies: the case of an EFL classroom*” English occupies a place of prestige in the whole world simply because it is the *lingua franca*. In Saudi Arabia, though it can never replace Arabic yet becoming popular in younger generation for educational/economic growth and development. The way English has been taught in most of Asia including the gulf region, is to a great extent responsible for the deterioration of the standard of English for various reasons. The issue of

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falling standards of English in KSA in particular in the past is very much due to the curricular aims and objectives of English language Education. The main cause for the students learning difficulties and poor achievement especially in speaking skill is that teachers themselves have a very limited exposure of reasons of difficulties and appropriate instructional strategies.

That study above has similarity with this research in the topic that conducted.

This research is lecturers' strategies in teaching speaking. But the previous study and this research also has differences. The differences are with the second and third research is the level that take to collect the data. The second and third research collecting data in senior high school but this research collect data in a University or Institute. And the end this research is only observation and interview the lecturers.

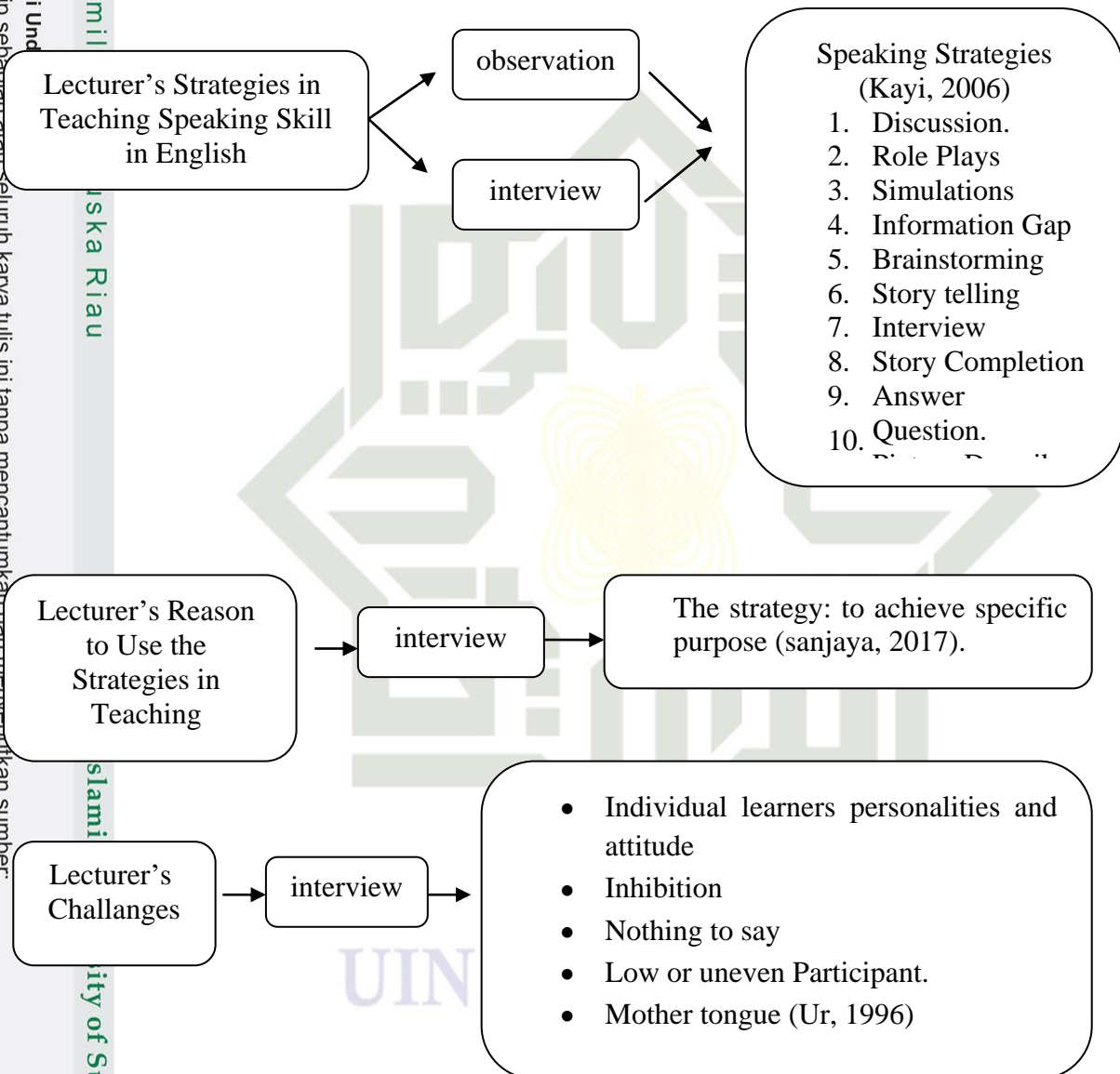
5. Conceptual Framework

Conceptual framework discussed to explain how the research questions will be answered through the instruments. Based on the theories above, the lecturers' strategies in teaching spoken communication skill can be conceptualized as follows:

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FIGURE 2.2

Conceptual Framework of Lecturer's Strategies in Teaching Speaking Skill in English



The figure above showed that the lecturer's strategies in teaching could be known from observation or what they were doing in class when teaching, also interview. Next, it would be compared with the strategies that stated by Kayi (2006). The promoted several points of teaching strategies in speaking such as discussion,

role-play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, answer & question, picture describe.

The reason why the lecturers applied the strategies was found from interview the lecturers, then it was compared to Sanjaya's writing (2017) that described about the important of strategies in teaching. At last, the challenges factors would be got from interview, and finally compared to the Ur's writing (1996) who found some problems that are commonly faced by the teacher.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used qualitative research by applying case study because the researcher went to the lecturers' class. The researcher joined to the class observed and recorded their activities in speaking class to get the data. The researcher also interviewed them to get more data. According to Meriam (1998), in qualitative research, the researcher has to physically go to the place, people, institution (the field) to gather data and to observe behavior in its natural setting. Similarly, Bogdan & Taylor (1990) stated that qualitative research is procedure research that produces descriptive data of written words or utterances from people and action that can be observed holistically. Then, according to Creswell, a research that is guided by the qualitative paradigm is defined as:

"An inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting".

Creswell (1994: 171) added that descriptive method is collecting the qualitative data, analyzing data, and writing result. Descriptive method is used to present a broad spectrum of research activities having a common purpose of describing situation events or phenomena (Mason and Bramble, 1997: 37). Ary (1985: 415) argues that a descriptive research is directed toward determining the nature of situation, as it exists at the time of the study. In conclusion, descriptive method is a method to collect and analyze data, and draw conclusion of the analyzed data.

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This study also aimed to explain the explicit meaning of structure, order, and broad patterns that exist within a group of participants. Qualitative is called ethnomethodology or field research. This study produces human background data. Qualitative research does not use behavior, or manipulate variables. This research is flexible so that it can be adjusted with the actual situation. The concepts, data collection tools, and data collection methods can be tailored to the development of the research.

Meanwhile, this research used a descriptive method. The objective is to describe the phenomenon from the data analysis in which the conclusion of the research would be drawn. In this research, the researcher describes the strategy in teaching speaking class by lecturers who have taught English to the first or the second semester collegians for almost 5 years and officially certified as professional educator from IALF.

Finally, in this research, the researcher described the strategies in teaching speaking class that have been done by 4 lecturers for the second semester collegians. Then, in conducting qualitative research consist of determining the object, determining the source of data, determining the method of data collection, determining the technique of data analysis. In short, descriptive method is method to collect and analyzed data, and draw conclusion of analyzed data.

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3.2 Research Setting

The research conducted at the second semester of Language Center (P2B) Lecturers of IAIN Padangsidimpuan 2020/2021 Academic year. This research has been conducted in the first week in April 2021. The research conducted from Monday to Wednesday in of April 2021. The reasons why the researcher chose Language Center (P2B) Lecturers of IAIN Padangsidimpuan because the collegians in IAIN Padangsidimpuan study English and Arabic as main subject for one year in the first and second semester. The lectures have responsibility to increase the English. The problem encountered in the problem statement is found in this department and this department has a number of experienced lecturers who have been teaching speaking skill.

This research was set out in three phenomenons that relate: first, to observe the various strategies used lecturers in teaching speaking. Secondly, to describe the factors that influenced why teachers used these strategies, and the last is to know some challenges that teachers faced during teaching speaking.

In addition, IAIN Padangsidimpuan is the only one state Islamic university in Padangsidimpuan which hold curriculum features of “Teo-antropo-ekosentris”, it is *rabbaniyah-insaniyah-wal bi’ah*” in arabic, it means that paradigm of curriculum that concern on *ulumul wahyi* (divinity), social, and natural sciences. Moreover, IAIN has Ma’had Al-Jami’ah, it is a boarding school program for 1st and 2nd semester students. There are 4 faculties in Padangsidimpuan, they are:

Tarbiyah faculty is consist of Islamic education program (PAI), English Education (TBI), Arabic Education (PBA), Mathematic (TMM), Islamic Primary

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School Teacher program (PGMI), Young Learner Education program (PAUD), Indonesian Education, Physics, Chemistry, and Biology.

Economic Faculty and Islamic Business is consist of Syariah Bank, Syariah Economic and Management of Zakat and Waqaf.

Syariah and law faculty is consists of Islamic Civil Law, Syariah Economic Law, Constitutional Law, Qur'anic knowledge and interpretation, Islamic Criminal Law.

4. Da'wah Faculty and Communication Science is consist of Islamic Broadcast Communication, Islamic Counseling Guidance, Da'wah Management, Islamic Community Development.

In continuation, especially for students in 1st and 2nd semester, they have to stay in dormitory in a year. It is the central campus in Tengku Rizal Nurdin Street.

3.3 Participant of Research

The participants of this research are English lecturers in P2B who graduated from some Universities under graduate and post graduate and also have finished their training from IALF which is in charge of them as English lecturers. For the lecturers' participant, the researcher set up three mains selection criteria of choosing participants. Firstly, the participants should be English lecturers who have been teaching speaking for more 1 year, 3 years, and 5 years, because they have experience in improving teaching strategies. Secondly, the participants should be lecturers who teach the collegians in English and focus in teaching speaking. There are two reasons why the researcher choose Speaking. First, this subject uses simple

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language that is usually used in daily life so it makes the collegians' feel easier and understands well how to practice with their friends inside or outside the class. Second, this subject helps the collegians identify the detail about new words that the collegians never heard before, so they can practice to speak in front of their friends. By collegians listening to the lecturer in the class, they can find some words in order to make it easier for them to practice. Third, the participants should be lecturers who are accessible and willing to talk, discuss, express and reflect their ideas, knowledge, and experiences.

Regarding with the selection criteria, 4 of lecturers from Language Center (P2B) who teach in IAIN Padangsidimpuan chose as the main participants of this research. Added the supporting participant are some collegians who are taught the lecturers. All participants are 1 is the new lecturer, 1 has three years experience and have 5 experiences in teaching English. They are female. The reason why of choosing Speaking for daily conversation subject because the researcher wanted to know more about the ability from different collegians related to the speaking skills like the strategy that collegians and lecturers used when teaching in the class. From this subject, Listening and speaking for Daily Conversation also make some collegians to be more active in the class because they used simple daily language. And as main participant, the writer will focus on the way of the lecturers' strategy teaching in speaking and then focus to the collegians when they practice speaking in the learning process.

There are 4 from 50 main participant were researched. According to Linclon and Guba (1985) how to choose the research participant is to the redundancy point. This

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means that the participants are determined by informational considerations. In the other words, redundancy is the main criterion in determining the number of participant investigated. So, the researcher would take 4 lecturers as the participants they are satisfied and they give the same information with last participant. But if it needed more information, it will be added, like Bunce and Johnson (2006) propose that saturation often occurs around 12 participants in homogeneous groups. the research conducted at the second semester of Language Development Center (P2B)'s lecturers of IAIN Padangsidempuan 2020/2021 academic year. However the research in corona pandemic the students stayed in the dormitory inside the campus. And all of them hopefully had a good condition, also their healthy ad been checked before entered to the dormitory. So that why this research was done well.

4 Research Procedure

The research procedure conducted by the main instrument of this study is classroom observation and interview to identify the strategies of teaching speaking. There were several stages had been completed in order to collect the data of this study. The first was preparing the materials to conduct the observation such as: paper, pen and camera or mobile phone. After that, the researcher joined in the classroom. The next step observed lecturer's strategies in teaching speaking skill. This method is used to get much information about the lecturer's strategies in teaching speaking ability in P2B IAIN Padangsidempuan. The last stage recorded or

took video during teaching speaking process from the beginning to the end of the class.

3.5 Instrument of Data Collecting

The procedures in gathering the data in this research described in several steps. The first procedure prepared the instruments. The second procedure contacted the participants to get in touch. It was done by sending messages via WhatsApp to have a meeting with the participants directly in order to ask for their permission and willingness. Then, in the beginning of the meeting, the researcher gave a description and explanation about this research concept, so the participants have the information regarding the research, so they could decide whether to participate in this study or not.

3.5.1 Observation

In gathering the information, the researcher observed the participant. Neville (2007:23) wrote that observation was when a researcher attempts to observe in some way in the group being researched and to share in the experiences being recorded and analyzed.

According to Neville (2007:24), the data collection as a particular observer can be in the form of: Primary observation, the researcher notes what actually happened or what was actually said the time. Secondary Observation, Interpretative statements by observers of what happened. Experiential data, a record of the researcher's feeling values and how these changed if applicable, over time.

Technique for collecting data through observation according to (Neville, 2007) can be described in some forms, likes written observation, video recording, and artifacts. The researcher use written and audio recording to observation to collect the data. The researcher observes the situation and condition in class of English, facility, and the teacher students' interaction.

According to (Sudaryanto, 1993), the method of collecting data in this research is "MetodeSimak" meaning that the researcher pays good attention to the use of language (on the teaching and learning process among the speaker and the hearer). To conduct the method of collecting data, the researcher uses several techniques. First, the researcher used the technique of "SimakBebasLibatCakap (SBLC)" which is defined as the technique where the writer involves neither directly nor indirectly in making the dialogue which will be used as the data (Sudaryanto, 1993). The researcher just becomes the observer of the conversation of the performed by teachers in the classes

The next step, the researcher made transcription from the chosen teaching strategy in speaking class. The last step, the researcher classifies and making description the obtained data based on the kinds of teaching strategy and the problem in teaching speaking.

5.2 Interview

According to Cohen, Manion and Morrison (2007), the interview needs to give a new point of the discussion before conducting the interview. Besides, it is done because the researcher needed to recruit the participants and have an agreement so

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Both of them can make appointment to conduct an interview based on each participant's availability.

The interview was started when the researcher decided the interview schedule with the participants. The next step was done one-on-one interview between the researcher and participants. The researcher focused on time, place, and preparation of supporting means that are used in the interview process such as interview guideline, a recorder (the researcher used a voice recorder in her mobile phone), a pen, and a notebook. The time allocation for an interview is about 3 until 6 minutes for each participant. The interview was started by asking the respondents' permission and after that during the interview the researcher asked several questions related to the research questions by using interview guidelines as the direction. However, the length of an interview is about 3 until 6 minutes and the researcher has gained all the information that the researcher needed.

One-on-one interview was applied as a type of interview, which according to Creswell (2012), an ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share idea comfortably. The reason why the researcher chose such interview technique is because through these kinds of interview, the participants could share their perception or idea on the use of strategy in speaking class.

The interview was used to explore information in detail from participants and investigate specific information on strategies in teaching speaking such as opinion, behaviours, and social contexts of particular populations. Interview is a suitable instrument in qualitative research since it can present broad events, feeling, people,

organizations, activities, motivations, concern, and claim. The researcher used *Bahasa Indonesia* while conducting in-depth interview. It is done because both researcher and participants are Indonesian, so the responses and answer are easier to be understood.

5.3 Documents

Apart from interviews and observations, information can also be obtained through fact in the form of letters, diaries, photos, videos, archives, meeting result and so on. Data is form of the documents like this can be used to explore information that occurred in the past. And the writer needs to have a theoretical sensitivity to interpret all these documents so that they are not merely meaningless items.

5.6 Data Analysis

After collecting the data by conducting the in-depth interview, the following steps are transcribing the interview result, providing the data validity and analysing the data. Qualitative data analysis was a process of searching and arranging the data taken from the observation, interview, and documentation. Qualitative data analysis consists of three current flows of activity: data reduction, display, and data verification (Marthew:1994). This stage aims to record, understand and interpret the data in order to address the research questions. This study uses three steps in interpreting and concluding the gained data.

3.7.1. Transcribing the interview result.

The first step is transcribing in-depth interview result from each participant. The researcher transcribed the interview result based on the interview recording. Words, phrase and sentences spoken by participants are fully transcribed.

3.7.2. Proving data validity

After transcribing, the researcher makes the transcript for member checking purpose. Member checking is employed in response to getting validity of the data gathered. According to Merriam (1998), member checking is carried out to tentative interpretation of the collected data back to the participants who have been interviewed in order to ask and assure them that the interview results are reasonable. This means that member checking is used to clarify the interview result to the interviewee in order to ensure that there is no data manipulation and fabrication in this study. Creswell (2012) stated that the researcher asked the participants to check the accuracy of the data including the accuracy transcription, coding, categories, and report. Therefore, this process is done in order to prove the validity of the data gained from the in-depth interview.

3.7.3. Analyzing the data

This research employs thematic analysis to examine the data. Thematic analysis comprises three steps of coding. According to Bhom (2004), coding is a process of interpreting, highlighting and relating data and it includes naming concepts and also explaining.

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CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the result and discussion that have been presented, the researcher concluded that lecturers of IAIN Padangsidimpuan especially who teach at center language development (P2B) uses various strategies in teaching speaking. Base on the observation are Discussion, Answer & Question, Pair, Role-Play or Simulation, Picture Describe, Communicative Approach, Interview, Story -Telling and so on. The most favorite strategies are Discussion and Answer & Question. Then, based on the interview are role-play, Picture Describe, Pair, Discussion, Answer & Question, Storytelling, etc. Then, the most favorite strategy is role-play and also the second favorite base on observation. These strategies help the students' speaking a lot and make them participated easier, faster, and more enjoyable ways to speak fluently so they really support the students' speaking improvement by their responses or even just minimal responses.

5.2.Suggestion

Based on the conclusion described above, the researcher would give some suggestions as the following:

The researcher recommended for the lecturers also should be equipped with the updated strategies and the approaches applied in speaking classroom for communicative competence and they must increase their knowledge and ability

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in teaching method and strategy in implementing teaching and learning in the classroom.

The university should give the lecturers the better facilities to be better learning process English especially speaking.

Next researcher can use the result of this research as the reference for the next research and also to conduct a research on how lecturers' strategies in teaching speaking influence students' performance and achievement in speaking skill.

5. Last the researcher suggested to the lecturers to use another strategies such as Information Gap, Simulation and so on. Because the strategies are also fun, effective and efficient.



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APPENDIX

**DAFTAR PERTANYAAN UNTUK DOSEN P2B IAIN
PADANGSIDIMPUAN UNTUK PENELITIAN
LECTURERS' STRATEGIES IN TEACHING SPOKEN
COMMUNICATION SKILL IN ENGLISH
"A CASE STUDY AT IAIN PADANGSIDIMPUAN"**

A. Identitas Diri.

1. Nama :
2. Jabatan : Dosen Luar Biasa
3. Agama : Islam
4. Pekerjaan : Dosen Bahasa Inggris
5. Alamat :
6. Pendidikan Terakhir :
7. Date :
8. Time :
9. Place :

B. List of questions

1. Introduction
2. Sebagai dosen di P2B yang semester ini focus mengajar di mata kuliah Bahasa Inggris 1st and 2nd semester selama 1 tahun, sejauh mana kemampuan siswa dalam mengikuti pembelajaran bahasa inggris, khususnya speaking ?
3. Bagaimana kondisi suasana kelas ketika siswa mengikuti pembelajaran bahasa inggris, khususnya speaking ?
4. Bagaimana wujud partisipasi dosen dalam mengajarkan bahasa inggris khususnya Speaking?
5. Strategi apa yang anda gunakan dalam mengajar speaking skill?
6. Mengapa anda menggunakan strategi tersebut dalam proses pembelajaran speaking skill?
7. Apa faktor faktor penghambat dan pendukung dalam memaksimalkan pembelajaran bahasa inggris khususnya speaking?
8. Closing.

INTERVIEW GUIDELINES LECTURERS' STRATEGIES IN TEACHING SPOKEN COMMUNICATION SKILL IN ENGLISH "A CASE STUDY AT IAIN PADANGSIDIMPUAN"

Base on the Research Question in the chapter 1.

- 3.1.1 What are lectures' strategies in teaching spoken communication skills?
- 3.1.2 Why do the lectures use the strategies in teaching spoken communication skills?
- 3.1.3 What are the challenges faced by the lectures' in teaching spoken communication skills ?

LECTURERS

Interview Transcript

Subject 1

1. Name : Ade Yanti
2. Date : 29th April 2021
3. Time : 15:30 – 15:36
4. Place : P2B Building

No	Interviewer	Subject
1.	Assalamu'alaikum Warahmatullah Wabarakatuhu, Dengan Ibu Ade Yanti ? Terimakasih Bu atas waktunya, langsung saja ya Bu ke pertanyaannya.	Wa'alaikumussalam Warahmatullah Wabarakatuhu, Ya, Ya
2.	Sebagai dosen P2B, Ibu Mengajar Bahasa Inggris 1 dan 2, selama setahun itu, sejauh manakah kemampuan mahasiswa dalam mengikuti pembelajaran bahasa Inggris, khususnya	Oooooo, kemampuan siswa ya, dari semester 1 sampai semester 2 Alhamdulillah mereka mampu untuk melakukan aktivitas-aktivitas yang terkait dengan speaking, mereka cukup antusias dalam speaking itu sendiri.

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	<p>Speaking?</p> <p>Ok bu, mereka melakukan aktivitas dengan antusias bu ya?</p> <p>Itu saja bu?</p> <p>Kemampuan mahasiswanya mengenai bahasa inggris khususnya speaking?</p>	<p>Ya betul.</p> <p>Apa lagi?</p> <p>Kalau untuk lebih jauh kalau masalah speaking ya, ada lah peningkatan dari semester 1 ke semester 2 tentu ada peningkatan ya. Peningkatan kemampuan mereka yang diawal semester 1, mereka masih kurang vocabulary dalam speaking, di semester 2 sudah mulai banyak kosakata yang mereka pahami, seperti itu.</p>
3.	<p>Bagaimana kondisi suasana kelas Ibu ketika siswa mengikuti pembelajaran bahasa inggris, khususnya speaking.</p>	<p>Kalau speaking ya, mereka antusias sih, apalagi kalau sudah dilakukan seperti role-play atau percakapan. Rata-rata mereka antusias dan semangat kalau lagi ada aktivitas speaking.</p>
4.	<p>Bagaimana wujud partisipasi Ibu dalam mengajarkan bahasa inggris khususnya Speaking?</p> <p>O, setelah selesai, baru dikasih feedback Bu ya?</p>	<p>Saya kalau speaking hanya monitor ya. Memonitor bagaimana mereka bercakap-cakap, nantinya setelah selesai saya kasih feedback seperti itu.</p> <p>Betul.</p>
5.	<p>Ok bu, sekarang kita masuk ke pertanyaan paling penting. Strategi apa yang Ibu gunakan dalam mengajar speaking skill?</p> <p>O, begitu. Berarti Ibu menggunakan berbagai macam strategi sesuai dengan topikny.</p> <p>Kalau topikny misalnya ini, ooo tekniknya atau</p>	<p>Strategi bervariasi ya, tergantung topic yang diajarkanlah saat hari itu waktu itu gitu ya. Kalau topikny menuntut untuk roleplay, ya dilakukan roleplay. Kalau topikny sesuai dengan apa namanya, oo percakapan gitu disuruh pair bercakap-cakap ya kan, atau bisa Question-answer seperti itu.</p> <p>Iya, betul.</p> <p>Iya.</p>

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	strateginya roleplay bisa, answer-question bisa, pair begitu Bu ya?	
6.	<p>Mengapa atau apa alasan Ibu menggunakan strategi tersebut dalam proses pembelajaran speaking skill?</p> <p>Ok, ok ya Bu.</p> <p>Ok, itu alasannya Bu ya?</p>	<p>Oo, balik lagi sih tergantung topik. Kalau topiknya ini memang lebih pas ke roleplay seperti itu. Kalau seumpamanya topiknya mengenai target language seperti cakap-cakap di pasar ya kan, itu kan lebih cocok ke roleplay, ada yang jadi pedagang, ada yang jadi customer seperti itu.</p> <p>Tergantung topic intinya.</p> <p>Ya.</p>
7.	<p>Kemudian Bu, apa faktor faktor penghambat dan pendukung, ada 2 Bu ya, penghambat dan pendukung dalam memaksimalkan pembelajaran speaking?</p> <p>Oo, berarti ke sarana dan prasarana kalau penghambatnya Bu ya?</p> <p>Hm, kalau pendukungnya Bu?</p> <p>Berarti maksudnya, mereka di asrama itu mengharuskan pake bahasa inggris begitu Bu ya?</p>	<p>Penghambat dulu la ya pertama, kalau penghambat, cerita tentang penghambat ya kita ketahui kalau di ini apa namanya di asrama ya, semester 1 dan semester 2 in kan tidak ada apa, apa namanya handphone, seperti itu. Jadi, kalau untuk pelejaran-pelajaran yang up to date medianya sepertinya kurang. Kemudian di kelas juga kurang tersedia sarana-prasarana yang mendukung sih, apa namanya itu yang di kelas seperti infocus, wifi ya, seperti itu yang terkait dengan sarana dan prasarana.</p> <p>Ya.</p> <p>Kalau pendukung, karena mereka dari asrama ya, di asrama kan mereka juga pasti juga dipelajari bahasa Inggris. Jadi, banyak juga vocabulary yang sedang mereka pelajari disana jadi mendukung pembelajaran speaking di dalam kelas juga.</p> <p>Ya begitu. Jadi, oo karena di asrama seperti itu jadi vocabulary mereka juga bertambah gitu. Jadi, di kelas kita nggak terlalu banyak lagi mengajarkan vocabulary.</p>

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		Jadi, mendukung pembelajaran kita sendiri.
8.	Ok, Bu. Mungkin itu saja yang bisa saya pertanyakan untuk Ibu. Terimakasih untuk waktunya ya Bu. Dan Ibu sehat selalu, sukses kedepannya, selalu bisa mengajari speaking nya lebih bagus lagi ya Bu ya. Terimakasih ya Bu. Assalamu'alaikum warahmatullahi wabarakatuh.	Iya. Sama-sama. Amiin ya Allah. Wa'alaikum salam warahmatUllah.

Subject 2

- Name : Ayu Siregar
- Date : 30th April 2021
- Time : 16:57 – 17:03
- Place : FTIK Building

State Islamic University of Sultan Syarif Kasim Riau

No	Interviewer	Subject
1.	Dengan Ibu Ayu ?	Iya, iya Pak.
2.	Sebagai dosen P2B, Ibu Mengajar Bahasa Inggris 1 dan 2, selama satu tahun, sejauh manakah kemampuan mahasiswa Ibu dalam mengikuti pembelajaran bahasa Inggris, khususnya Speaking? Ok, jadi mahasiswa Ibu, kemampuannya udah diatas rata-rata Bu Ya?	Mm, menurut saya dari skala 1 sampai 20, skala mereka ada di angka 18. 18 ya, udah sangat bagus. Iya, iya.
3.	Kemudian, bagaimana kondisi suasana kelas Ibu ketika siswa mengikuti pembelajaran	Kelas saya aktif, hidup, semua mahasiswa berpartisipasi.

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	bahasa inggris, khususnya speaking?	
4.	Bagaimana wujud partisipasi Ibu dalam mengajarkan bahasa inggris khususnya Speaking?	Saya menyiapkan topic, pertanyaan-pertanyaan, kemudian menyiapkan games, dan saya bawa ke kelas, saya memonitor hal yang perlu di up grade lagi dan yang perlu diperbaiki lagi.
5.	Ok bu, ini pertanyaan yang sangat penting Bu ya. Strategi apa yang Ibu gunakan dalam mengajar speaking skill?	Saya membuat role play, discussion, kemudian game dan strategi-strategi konvensional lainnya.
6.	Mengapa Ibu memilih strategi tersebut dalam proses pembelajaran speaking skill? Dalam berbagai Topic ya	Karena menurut saya strategi tersebut efektif dan bisa dimodifikasi dan bisa diaplikasikan dalam berbagai topic.
7.	Kemudian Bu, apa faktor penghambat dan pendukung, ada 2 Bu ya, penghambat dan pendukung dalam memaksimalkan pembelajaran speaking? Oo, berarti sesuai dengan pengalaman mereka Ok ok	Klo factor pendukungnya adalah ketika topic sesuai dengan background knowledge sesuai dengan topic, kesukaan mahasiswa maka itu speaking jadi lebih mudah karena mereka sudah tahu Factor penghambat ketika mereka tidak familiar dengan topic atau hal yang baru atau mereka tidak suka dan itu menjadi factor penghambat, drama korea mereka suka itu menjadi pendukung, aaaa ketika topic tentang pesawat mereka tidak suka karena mereka tidak pernah mengalaminya Ya.
8.	Ok, Bu. Mungkin itu saja yang bisa saya pertanyakan untuk Ibu. Terimakasih untuk waktunya ya Bu.	Iya. Sama-sama. Moga cepat selesai ya pak Amiin ya Allah.

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Terimakasih ya Bu. Assalamu'alaikum warakmatullahi wabarakatuh.	Wa'alaikum salam warahmatUllah.
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Subject 3

1. Name : Dewi Fatimah Sitompul
2. Date : 30th April 2021
3. Time : 17:15 – 17:22
4. Place : FTIK Building

No	Interviewer	Subject
1.	Assalamu'alaikum Warahmatullah Wabarakatuhu Perkenalkan nama saya Amir Hasan Daulay, Mahasiswa Pasca Sarjana UIN Suska Riau	Wa'alaikumussalam Wabarakatuhu Warahmatullah
2.	Sebagai dosen P2B, Ibu Mengajar Bahasa Inggris 1 dan 2, selama satu tahun, sejauh manakah kemampuan mahasiswa Ibu dalam mengikuti pembelajaran bahasa Inggris, khususnya Speaking?	Melihat hasil kemampuan dari ujian speaking dari setiap hasil programin memiliki seteiap sesi ada 2 ujian, hasilnya luar biasa karena mereka memiliki beberapa strategi yang dimana mereka aplikasikan speaking mereka ataupun hal hal yang mereka lakukan di keseharian mereka juga lakuakan di ujian dan hasilnya sangat bagus dan memuaskan. Di tahap pertama mereka masih memiliki ketakutan tapi ada sedikit perbedaan antara kelas <i>high</i> dan <i>low</i>
3.	Kemudian, bagaimana kondisi suasana kelas Ibu ketika siswa mengikuti pembelajaran bahasa inggris, khususnya speaking, apakah kondusif atau crowded atau bagaimana? Jadi kegiatan speakingnya tetap di monitoring	Eeehmmmm, lumayan juga karena lingkungan mendukung Apalagi di ruangan high meraka melakukan aktivitas speaking dan saya monitor Setiap speaking

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4.	Jadi itu salah satu wujud partisipasi Ibu dalam mengajar speaking	Iya Kalau mereka tidak memiliki pair saya jadi pairnya.
5.	Ok bu, ini pertanyaan yang sangat penting Bu ya. Strategi apa yang Ibu gunakan dalam mengajar speaking skill? Role-Play	Strategi yang saya gunakan ada beberapa yang saya dari sekian strategi yang sering aplikasikan adalah role-play, describe picture, juga telling the opinion, jadi sebelum memulai pelajaran dimulai dari telling opinion
6.	Jadi apa alasan Ibu memilih strategi role-play, describe picture pembelajaran speaking skill? Jadi describe picture atau describe people bu ya	Apa namanya, menunjang untuk menggunakan bahasa yang diperlukan, dan membutuhkan <i>functional language</i> yang dibutuhkan untuk melakukan role-play dan sekian banyak <i>functional language</i> yang dibutuhkan menggunakan role-play, dan eee apa gambar memiliki apa namanya untuk dicertitakan baik gambar seseorang ataupun sesuatu . . .
7.	Kemudian Bu, apa faktor faktor penghambat dan pendukung, ada 2 Bu ya, penghambat dan pendukung dalam memaksimalkan pembelajaran speaking? Dikelas ya Bu? In Focus Di Ma'had	Klo hambatan yang pertama itu media Ya. Benar sekali, alangkah baik media ini disediakan seperti, apa namanya? Proyektor, apa namanya speker yang lebih memadai, Jadi hambatannya di medianya Lingkungan cukup mendukung, klo factor pendukung mereka memiliki apa namanya kegiatan sehari-hari di Ma'had di asrama, mereka mengaplikasikan bahasa mereka sehari-hari, m
8.	Ok, Bu. Mungkin cukup untuk interviewnya kali	Iya. Sama-sama.

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Ibu. Terimakasih banyak Bu.
Mudah-mudahan kedepannya ibu semakin sukses dan mohon doa'nya supaya saya cepat selesai
Assalamu'alaikum warakmatullahi wabarakatuh.

Moga cepat selesai ya pak

Wa'alaikum salam warahmatUllah.

Subject 4

1. Name : Juliana Harahap
2. Date : 30th April 2021
3. Time : 16:54 – 17:00
4. Place : FTIK Building

No	Interviewer	Subject
1.	Assalamu'alaikum Warahmatullah Wabarakatuhu Dengan Ibu Juli ya ? Perkenalkan nama saya Amir Hasan Daulay, Mahasiswa Pasca Sarjana UIN Suska Riau izinkan saya menginterview Ibu tentang judul saya lecturers' strategies in teaching spoken communication skill in English "a case study at padangsidimpuan"	Wa'alaikumussalam Warahmatullah Wabarakatuhu Iya, iya Pak.
	Sebagai dosen P2B, Ibu Mengajar Bahasa Inggris 1 dan 2, selama satu tahun, sejauh manakah kemampuan mahasiswa Ibu dalam mengikuti pembelajaran bahasa	Lebih ke kelas saya pak ya? Ok ya, jadi sejauh ini untuk kemampuan mahasiswa saya sejauh ini mengalami peningkatan, walaupun tidak terlalu, palingan 10% lah pak, dalam speaking

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© Hak cipta milik UIN Suska Riau	Inggris, khususnya Speaking?	Iya, iya.
3.	Kemudian, bagaimana kondisi suasana kelas Ibu ketika siswa mengikuti pembelajaran bahasa inggris, khususnya speaking?	Biasanya di kelas saya, saya yang mengatur bagaimana model strategi apa yang saya buat, jadi caranya berbeda beda dengan topic yang sedang dibahas di kelas, seperti itu pak
4.	Kan ibu bilang ibu yang mengatur, Bagaimana wujud partisipasi Ibu dalam mengajarkan bahasa inggris khususnya Speaking?	Yang pertama partisipasi saya adalah saya ikut, misalnya pair, terkadang jumlah mahasiswanya itu tidak sama, kemudian saya ambil tempat untuk speaking dengan siswa yang tidak punya pasangan dan satu lagi misalnya anti dikelas ada yang lemah speaking, biasanya akan saya tarik itu untuk speaking dengan saya. Iya yang lemah iya
5.	Ok bu, ini pertanyaan yang sangat penting Bu ya. Strategi apa yang Ibu gunakan dalam mengajar speaking skill?	Ada beberapa strategi yang saya gunakan, eee misalnya Answer and Asking Question, kemudian dia Story telling, kemudian juga terkadang find someone who, dan yang terakhir adalah role-play yang paling sering
6.	Mengapa Ibu memilih strategi tersebut dalam proses pembelajaran speaking skill? Berarti kita kasih direction	Iya ada, klo untuk asking and answer question misalnya, ketika asking and answer question itu kita juga kita mengajarkan memproduksi bagaimana kita bertanya kepada teman-temannya, seperti apa bertanya dan mengajarkan misalnya nanti klo mau mereka bertanya tentang masa lalu, harus menggunakan past tense, hah begitu, Direction
7.	Kemudian Bu, apa faktor penghambat dan pendukung, ada 2 Bu	Klo untuk faktor penghambat biasanya adalah ada beberapa mahasiswa yang tidak PD, apalagi ketika dia dipasangkan dengan, aaa dengan yang lebih lumayan PD, jadi

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ya, penghambat dan pendukung dalam memaksimalkan pembelajaran speaking?	temannya ambil take a part Factor pendukung untu memaksimalkan ketika memberikan topic topic yang menarik untuk mereka, atau yang sedang booming sekarang, klo topic mereka tahu mereka akan lebih fresh, jadi mengambil tema topic yang mereka tahu
Tidak confident	
Jadi ke background knowlegde	
8. Ok, Bu. Mungkin cukup interviewnya, Ibu. Terima kasih banyak, mudah-mudahan kedepannya Ibu lebih sukses lagi di IAIN dan mohon do'anya biar saya cepat selesai Assalamu'alaikum warakmatullahi wabarakatuh.	Iya. Sama-sama. Moga cepat selesai ya pak Amiin ya Allah. Wa'alaikum salam warahmatullah.

INTERVIEW DOCUMENTATIONS

No	Lecturer	Picture
1	Ade Yanti	
2	Ayu Siregar	

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3	Dewi Fatimah	
4	Juliana Harahap	

LAMPIRAN OBERVATION

No.	Subject	Observation 1	Observation 2	Observation 3
1	Ade Yanti			
2	Ayu			

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3	Dewi			
4	Juliana			





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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO BOX 1004
 Phone & Facs, (0761) 858832, Website: <https://pasca.uin-suska.ac.id> Email : pasca@uin-suska.ac.id

Nomor : 1001/Un.04/Ps/PP.00.9/2021 Pekanbaru, 08 Juni 2021
 Lamp. : 1 berkas
 Hal : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Prov. Riau
 Pekanbaru


Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: AMIR HASAN DAULAY
NIM	: 21790115770
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: Lecturers' Strategies in Teaching Spoken Communication Skill in English: "A case study at IAIN Padangsidempuan"

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari IAIN Padangsidempuan

Waktu Penelitian: 3 Bulan (24 Mei 2021 s.d 24 Juli 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wassalam
 Direktur
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Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/41641
 TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau**, Nomor : 1001/Un.04/PS/PP.00.9/2021 Tanggal 8 Juni 2021, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|--|
| 1. Nama | : AMIR HASAN DAULAY |
| 2. NIM / KTP | : 21790115770 |
| 3. Program Studi | : PENDIDIKAN AGAMA ISLAM |
| 4. Konsentrasi | : PENDIDIKAN BAHASA INGGRIS |
| 5. Jenjang | : S2 |
| 6. Judul Penelitian | : LECTURERS' STRATEGIS IN TEACHING SPOKEN COMMUNICATION SKILL IN ENGLISH & "A CASE STUDY AT IAIN PADANGSIDIMPUAN |
| 7. Lokasi Penelitian | : IAIN PADANGSIDIMPUAN |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 10 Juni 2021



Ditandatangani Secara Elektronik Melalui :
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2. Gubernur Sumatera Utara
 Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
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Telepon (0634) 22080 Faximile (0634) 22040

SURAT IZIN PENELITIAN

Nomor : 1029 /In.14/A1/B.2b/PP.00.9/06/2021

Rektor Institut Agama Islam Negeri Padangsidimpuan (IAIN) Padangsidimpuan dengan ini memberikan izin kepada:

Nama : Amir Hasan Daulay
NIM : 21790115770
Program Studi : S2 Pendidikan Agama Islam

untuk mengumpulkan data dan informasi dalam menyelesaikan thesis dengan judul "**Lecturers' Strategies in Teaching Spoken Communication Skill in English: A case study at IAIN Padangsidimpuan**".

Demikian Surat Izin Penelitian ini diberikan kepada yang bersangkutan agar dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 31 Juni 2021

a.n. Rektor,
Wakil Rektor Bidang Akademik
dan Pengembangan Lembaga



Dr. Muhammad Darwis Dasopang, M.Ag
NIP. 19641013 199103 1 003

Tembusan:
Rektor IAIN Padangsidimpuan

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This is to certify that

Name : AMIR HASAN DAULAY

ID Number : 1277013110890007

Test Date : 15/06/2021

Expired Date : 15/06/2023

achieved the following scores:

Listening Comprehension : 54

Structure and Written Expression : 54

Reading Comprehension : 52

Total : 533



Robi Kurniawan, M. A.
Homie English Director



Izin No: 420/BID.PAUD.PNF.2/XII/2017/6700

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اختبار الكفاءة اللغة العربية لغير ناطقين بها

شهادة الانجاز

هذا لشهيد ان

اسم : AMIR HASAN DAULAY

رقم الهوية : 1277013110890007

تاريخ : 15/06/2021

صلاح حتى : 15/06/2023

حصل النتيجة التالية في اختبار لمعرفة الكفاءة اللغوية

الاستماع : 52

القواعد : 54

الفراءة : 53

النتيجة : 530



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NAMA	AMIR HASAN PAULAY
NIM	21730115770
PROGRAM STUDI	PENDIDIKAN AGAMA ISLAM
KONSENTRASI	PENDIDIKAN BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	ABDUL HADI, M.A., Ph.D
PEMBIMBING II KO PROMOTOR	Drs. H. PRAMATI, M.A., Ph.D
JUDUL TESIS/DISERTASI	Lecturers' Strategies in Teaching Spoken Communication Skill in English "A Case Study at IAIN Padangsidimpuan"
PROGRAM PASCASARJANA UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU	

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbingan / Promotor *	Pencatatan Pembimbing / Promotor *	Keterangan
1.	11 Juli 2020	Title, Bab I Reviewing background, Research questions Bab III : methodology		
2.	17 Oktober 2020	Revisi Kembali Bab I, II & III		
3.	April 2021	- Angket / interview - Procedure Research (Bab III) - Pengambilan data - lembar Observasi		
4.	25 Mei 2021	Bimbingan Bab IV & V		
5.	12 Juni 2021	- Conceptual Framework - Research finding		
6.	25 Juni 2021	- Memastikan Kalimat, - Tata cara penulisan, (Structure & Grammar) - Revisi again		

Catatan :
*Catat yang tidak perlu

Pekanbaru, 7 Juni 2021

Pembimbing I / Promotor

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1.	24 Maret 2021	Bimbingan Bab I, II, III		
2.	23 April 2021	-Bimbingan Angket & lembar observasi - Revisi Bab I, II, III		
3.	25 Mei 2021	-Bimbingan Bab IV & V		
4.	7 Juni 2021	- Revisi Bab I, II, III, IV & V - Lembar wawancara & Observasi		
5.	24 Juni 2021	- Revisi Bab IV atau Kasil Penelitian		
6.	7/7/21	Ace - untuk Ujian		

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Pekanbaru, 7 Juni 2021

Pembimbing II / Ko Promotor

Drs. H. Pramati, MA, Ph.D